

NUS angered by financing arrangements

by Paul Flather

Some details of the new mechanism by which student unions are to be financed from next year (1981-82) emerged for the first time this week, bringing angry reactions from both the National Union of Students and the Council of Local Education Authorities.

The new arrangements, first announced by the Education Secretary Mr Mark Carlisle last February, aim at increasing the accountability involved in student union spending by leaving funding decisions entirely to local negotiation.

The government is now proposing, as an interim step, to hand over to local authorities a grant based on average unit costs to cover the funding of student unions for the first year of the new system.

The grant will be calculated by multiplying the national average unit cost, the amount per student currently demanded by each union to cover the costs of services and facilities, by the number of students in a union. The figure, based on 1976-77 data, is expected to be around £30.

In future years this grant will be absorbed within the tuition element handed over to colleges and polytechnics, about 90 per cent of which is reclaimable from the Advanced and Further Education Pool.

The arrangements still leave many questions unanswered, and in a new bulletin, coincidentally published this week to be sent to MPs, trade unionists, industrialists and other influential figures in the education field, the NUS has called for the scheme to be postponed for a further year.

The NUS says the government has still not provided guidelines on the actual working of the scheme, and has not provided guidance on ensuring the legal independence of unions, a national monitoring system, a full set of options in college negotiations, and the earmarking of special funds.

The NUS also objects to arrangements which mean higher spending student unions, including the bulk of the polytechnic union, will have to turn to the AFE pool to make up their shortfall, while governors of institutions with low spending unions will be free to use the surplus money in other areas.

ILEA strengthens support for access

The Inner London Education Authority has strengthened its support for one-year access courses designed to help mature students enter higher education at a cost of up to £160,000 more a year.

At a meeting of the further and higher education committee this week, the authority voted by 35 to 17 in favour of simplifying the regulations covering the award of grants to eligible students.

The committee also agreed to recommend that the authority should fund an access course leading to a higher education degree at a London college.

These students taking access courses after experiencing social discrimination during their secondary education, have not been given special priority in the award of grants. This anomaly between the two types of disadvantaged access course has now been removed.

Mrs Ann Ward, chairman of the subcommittee and a councillor from Spoken, said the additional cost of this route would not exceed £200,000 in the current year, and up to £160,000 in future years, on the current level of provision.

Manchester is thought to be the only other local authority apart from ILEA to have put so much special emphasis on the provision of access courses, and to discriminate positively against "off" applicants.

Tories defend the right to pay

by John O'Leary

The Conservatives this week launched a counter-attack on Labour's plans for abolishing private education and vested their commitment to further cuts in expenditure without a drop in standards.

Mr Mark Carlisle, Secretary of State for Education, told the party conference in Brighton that Labour's new policy was a clear attack on fundamental human freedom. "They are not out to build or improve but to destroy," he said.

He promised that the party would defend the right to pay for education and cited the recognition of the Independent University College at Buckingham as one of the achievements of his administration. Another was to "do away with the totally indiscriminate subsidy for overseas students."

Much of Mr Carlisle's speech was given over to an attack on Labour's education debate in Blackpool and included no hint of future Government initiatives. The motion, which he accepted, called for higher entry standards for teacher education, but seemed to demand only the O and A level requirements already introduced.

The conference also passed an addendum urging the Government



Mr. Carlisle: a counter-attack.

not to perpetuate "unnecessary and costly administrative structures." Mr Michael Stern, moving the addendum, included the Burnham Committee among the bodies which could be abolished, allowing local authorities to pay teachers and lecturers what they could afford.

At present, he said, the committee presided over those on the lowest grades

because of union influence.

Although there was considerable anxiety in Brighton about the fate of the public schools, no mention was made of the second prong of Labour's proposed attack on privilege in education, which emerged at a fringe meeting at the end of the Blackpool conference. Mr Neil Kinnock, the Shadow Education spokesman, cited changes at Oxford and Cambridge universities as an example of the need for a future Labour Government.

He attacked the "isolation and rarified nature of those ancient institutions" and said the universities had creamed off the best candidates from state schools without entering any form of partnership with them.

However, Mr Kinnock said talks with the Oxbridge colleges, and perhaps with Bristol and Durham universities as well, would stand a better chance of encouraging change than at any time in the past. Although there were no "great gusts of change blowing through the corridors," pressures for reforms were being felt.

Proposals for a new relationship with the maintained sector would find a more favourable reaction now, he said, because the universities had put themselves in a less secure position.

No borrowing at Glasgow's new library

by Olga Wojtas
Scottish Correspondent

Students at Glasgow College of Technology, some of whom will sit exams next month, are unable to borrow books from the college's new library.

The library, which cost £2m more than doubling seating capacity, opened this week for the first time only two weeks after the beginning of term. Faults in the automatic and electronic security system have been blamed for the delay, but deputy director, Dr Meadows, said he hoped the library would be open for borrowing by the beginning of next term.

Student president Mr Colin Mulholland criticized the college for closing the old library without any guarantee of when the new one would be open.

But the main problem was from the non-implementation of the Manpower Services Commission report which two years ago recommended that there be double the number of library staff. This year-monthly budget of books is causing considerable hardship for students who don't have the books on the shelves.

Dr Meadows said Strathclyde regional council and the university involved had not yet reached agreement over final details of the library, but a resolution was passed by December.

"The region cannot give us a permanent staff, as that would give us an additional temporary staff. This is about half the number of staff recommended by the MSC, and is not adequate for medium and long-term aims."

Mr Mulholland said students were also concerned that the library might not open in the summer time, because of a recommendation by the MSC and a report by Dr Meadows.

Library staffing is one of the problems covered by the Council of Local Education Authorities. The college is currently seeking evidence that capital punishment does deter homicides for a short period of time, writes Mr David Phillips of the University of California, San Diego, in the current issue of the American Journal of Sociology.

He found that, on average, the number of homicides fell by 36 per cent in the fortnight following the execution of a convicted murderer. But then the murder rate rose 22 per cent above normal for the next three weeks, before declining to the level of the earlier period.

Dr Phillips' conclusion that hanging is a deterrent effect, on the basis of laboratory experiments which show that people are often deterred from exhibiting aggression when they see someone else punished for it. But past researchers have been unable to demonstrate a convincing statistical relationship between capital punishment and the murder rate.

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The Times may not have been a newspaper with the large circulation among potential murderers in the late 19th and early 20th centuries, but it is the only periodical exhaustively indexed for the period and its coverage of an execution was presumably a reasonable indication of the space given to the story elsewhere. The most publicized hanging of all, according to Dr Phillips, was that of Walter Wright in 1875, closely followed by Crippen in 1910 and Muller in 1864.

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A decision on the future of the board is expected in the next few weeks as funding plans for 1981-82 are being finalized. The board is expected to be made up of representatives of the university, the local authority, and the community.

It is a view endorsed by the chairman of the conference steering committee, Mr J. R. Morris, who warned that continued wrangling over the state of the new authority could delay its establishment. "However, I do feel that the apparent disarray is more apparent than actual."

During the first session of the conference, on the early education and training of engineers, Dr Robert Press of the Council of Science and Technology Institutions argued that the Finlinton report's recommendations were unduly narrow, providing a rigid and over-formalized framework that would obstruct the flow of scientists into industrial work in engineering. He was backed by Sir Geoffrey Allen, chairman of the Science Research Council, who also stressed that there must be transfers within the system to allow scientists, particularly physicists, to become engineers.

However, he warned that after careful consideration the profession had come to the conclusion that the proposal to establish a new two-tier structure of engineering degrees, a bachelor and a master of engineering, was undesirable. The proposal would have meant that students would have to spend four years in engineering, rather than the three years currently required for a bachelor's degree.

Polys, colleges in line for more cuts

by Peter David

Councillors are seeking an urgent meeting with Dr Rhodes Boyson, the under-secretary for higher education, amid mounting fears that polytechnics and colleges are prime targets in the new round of spending cuts for 1981-82.

Mrs Angela Rumbold, retiring Conservative chairman of the Council of Local Education Authorities, said this week that a major reduction in the size of the Advanced Further Education (AFE) pool, from which local authority higher education is funded, would be "devastating."

CLEA wants to meet Dr Boyson before the size of the pool is set to ensure that a realistic sum is included for polytechnics for 1981-82. No decision is expected until after the next round of Cabinet meetings early next month.

Next year will be the second in which the Government has set a pre-determined ceiling on the size of the AFE pool. For the current year

the ceiling was fixed at £375m (at November 1979 prices), some £38m or 9 per cent less than authorities had planned to spend on polytechnics and colleges.

Senior local government officers believe that the polytechnics have become an alluring target for cuts simply because the "capped" AFE pool is an earmarked grant which, unlike the rest of local government expenditure, can be precisely limited by ministerial decision.

But confidential papers from the Department of Education and Science show that even if the Cabinet leaves higher education uncapped, officials are planning a steady reduction in the size of the pool over the next five years.

The papers, prepared over the summer to assist negotiations on the DES support grant, show that the DES has dramatically reversed earlier assumptions about the size of the public sector higher education system in the early 1980s.

DES planners now assume that the number of full-time students taking advanced courses in local

authority polytechnics and colleges in England and Wales will drop by some 5,000 between 1978-79 and 1983-84. During the same period courses would grow by more than 40,000.

These unpublished forecasts are in marked contrast to those published by the Government last year in the document *Future Trends in Higher Education*. At that time the department was still planning for a steady increase in the number of students in polytechnics and colleges over the next five years.

Given these new assumptions on student numbers, and anticipated extra income to colleges from overseas students of between £5m and £10m, the size of the pool in 1981-82 can be expected to fall by about £20m, even before any official decision is made to inflict additional cuts. By 1984 the pool could drop by some £20m.

Polytechnic directors, however, refuse to accept that student numbers will decline at this rate. They say demand for places is buoyant,

with full-time enrolments increasing by about 5 per cent a year. Local authority officers appear to have accepted that numbers will decline, but do not believe there is any scope for new cuts in the AFE pool. Mrs Rumbold said that major reductions could be implemented only through lecturer redundancies.

"We are particularly worried that if some of the institutions which got hit last year were to get hit again they would have to go out of business," she said.

CLEA leaders hope that in their meeting with Dr Boyson, for which no date has yet been set, they will be able to avert any particularly harsh measures. Last year they successfully persuaded the DES to add £19m to its original figure for the AFE pool.

The increase, however, was agreed after an argument about the technical methods for determining the size of the pool. The local authorities are unlikely to be able to resist a major reduction proposed by ministers as part of a wider programme of expenditure cuts.

Lesson from the scaffold

from Clive Cookson
WASHINGTON

A well-publicized execution does depress the murder rate temporarily. But the deterrent effect disappears after a couple of weeks, to be followed by a short period with more murders than average.

An American sociologist has reached these conclusions after correlating the official weekly homicide statistics for London between 1858 and 1921 with the coverage given by *The Times* to the trial and execution of notorious murderers. "I believe this to be the first compelling statistical evidence that capital punishment does deter homicides for a short period of time," writes Mr David Phillips of the University of California, San Diego, in the current issue of the American Journal of Sociology.

He found that, on average, the number of homicides fell by 36 per cent in the fortnight following the execution of a convicted murderer. But then the murder rate rose 22 per cent above normal for the next three weeks, before declining to the level of the earlier period.

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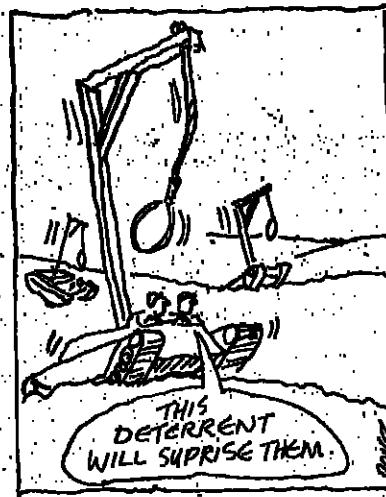
During the first session of the conference, on the early education and training of engineers, Dr Robert Press of the Council of Science and Technology Institutions argued that the Finlinton report's recommendations were unduly narrow, providing a rigid and over-formalized framework that would obstruct the flow of scientists into industrial work in engineering. He was backed by Sir Geoffrey Allen, chairman of the Science Research Council, who also stressed that there must be transfers within the system to allow scientists, particularly physicists, to become engineers.

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THIS DETERRENT WILL SURPRISE THEM.

Pressure may save Computer Board

Pressure to "buy British" may save the threatened Computer Board for the Universities and Research Councils, which was scheduled for closure as part of Sir Leo Pinfold's plans to cut government spending.

The moves have come from various sources, particularly the Department of Industry which is worried about the £24m-a-year operations of the board being incorporated within the University Grants Committee. It is feared that if this happened, the tight control of the board, which is responsible for buying and running university computers, would be dissipated to individual universities, and the policy which encourages the coordinated purchase of British material would be lost.

Pressure from the DoI has caused several changes about the move within the Department of Education and Science. Further pressure has also come from the board itself, which has argued that it saves about £3m a year by making firms compete and deal with universities as a single entity.

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No squabbling Prince tells engineers

by Robin McKie
Science Correspondent

A royal attack was launched on Britain's engineering institutions whose continued squabbling over the establishment of a new engineering authority and the implementation of the Finlinton report's recommendations could reduce the country to "a minor industrial state regarded with pity and ridicule."

The uncompromising words were those of Prince Charles, who was speaking at the opening of the national conference on engineering education and training this week in London.

He warned that the engineering institutions, which are still divided over their views on a chartered engineering authority as proposed by Sir Keith Joseph, the Secretary of State for Industry, must "swallow their differences and, their pride."

The institutions must accept the changes will affect them as well. However, they may find that once the pill is swallowed, the after-effects may be too bad.

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Report will accuse Huddersfield staff

by Paul Flather

A second audit report which is understood to confirm and extend allegations of financial mismanagement by academic staff at Huddersfield Polytechnic, will be made public shortly.

A spokesman for Kirklees Council, the local education authority, confirmed this week that the report carried out by chief finance officer Mr Peter Sharnan was now complete and awaiting release.

After the first audit report on Huddersfield was leaked at the beginning of the year, Kirklees were committed to making the second report public. It is understood to reinforce calls for a further financial audit on spending at the polytechnic.

Sir Frank Layfield, QC, best known for heading an inquiry into local government finance in the mid 1970s, has been called in as a

mediator to resolve the long running row sparked off between the polytechnic and the local authority by the first audit report.

But last week doubts emerged over whether Sir Frank would take on the difficult task of mediator. He has made a preliminary reconnaissance visit to Huddersfield, but pressure of work and disagreement over the inquiry arrangements may lead Sir Frank to turn down the job.

Any inquiry would also cover allegations contained in the second audit report. But if Sir Frank declines the job, it will mean further delay at a time when both sides are keen to sort out the matter once and for all.

Another figure of public standing would have to be appointed, after consultation with the Department of Education.

Meanwhile, the polytechnic appears to be facing a serious

hiccup in its attempt to stick to the terms of undertakings already given to the Council for National Academic Awards.

Last month threats to suspend all student enrolments for the coming academic year were lifted after a tripartite agreement between Kirklees, the CNA, and the polytechnic involving the allocation of an extra £481,000.

But problems of "virement" for switching funds have forced the polytechnic to postpone the allocation of extra cash to the library and to the computing department. Polytechnic finance officers are also trying to resolve the problem.

Confidential letters and documents reveal that the polytechnic is already showing concern about "slippage" in the budget allocation for 1981-82 which is now being drawn up.

The letters show how the crisis caused by serious underfunding

grew steadily during the summer, forcing academic staff and polytechnic finance officers into longer and longer meetings, more and more often.

A letter from Dr Edwin Kerr, the chief officer of the CNA, written to Mr Kenneth Durand on July 30, the polytechnic director, reveals that all applications for new courses had to be dropped as a precondition of continued approval for existing CNA courses, about 35 per cent of the polytechnic's work.

A casualty of this demand was a new BA/BSc (Hons) in Business Law, due to have started this year.

The message is spelled out more bluntly in a letter dated August 29, from Mr John Hall, CNA assistant chief officer: "While in the past development has usually been synonymous with expansion, this may no longer be the case in a global or overall sense."

The letters show how the crisis

DES seal of approval refused

by John O'Leary

Two of the four colleges which applied for designation of DES courses to attract mandatory grant for students have been turned down by Mr Mark Carlisle, Secretary of State for Education.

With courses at a third, the University College at Buckingham, already given mandatory status, only the School of Architecture at the University of Westminster and the School of Architecture at the University of London are under consideration. A decision there is expected before Christmas.

The two unsuccessful candidates were the British School of Osteopathy, Westminster, and the College of Osteopathy, London. A spokesman for the Department of Education said the school was not given the seal of approval because it was not a "recognised" institution. The college was turned down reluctantly for financial reasons.

A review of Government policy on private colleges was carried out last year at the DES but it was decided to treat each application on its merits.

Inspectors were sent to all four colleges to assess academic standards. But although the larger of the two unsuccessful applicants, the School of Osteopathy, had an annual intake of only about 100 students, ministers were unwilling to recognize all four colleges in the midst of cuts elsewhere.

A final decision is still to be taken on the School of Architecture which was removed from the mandatory list in 1972 by Mr Margaret Thatcher, as Secretary of State for Education. A spokesman for the association said the application was now in its final stages and it was hoped that a decision would be forthcoming in time to influence next year's intake.

One outstanding item is the issue of the school's fees, which the DES regards as too high to be met by local authorities. If its course is designated, it is likely that there will be a similar arrangement to that reached with Buckingham, whereby only a third of the DES fees likely next year will be paid.

MPs call for data policy

by Patricia Santinelli

The Government should urgently appoint a minister of Cabinet rank responsible for information policy. It should also set up a standing commission to investigate the development of a national information network, urges a report by a group of MPs published this week.

The report *The Information Storage and Retrieval* is by the British Library Service, the fourth prepared by the Education, Science and Arts Committee of the House of Commons which has received evidence from representatives of libraries and information bodies.

It says it is extremely important that there is no "data" factory that is not a "data" factory. It is extremely important that there is no "data" factory that is not a "data" factory.

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UMIST denies impropriety claim

by Ngao Crequer

The University of Manchester Institute of Science and Technology this week strongly denied a newspaper claim that there was any impropriety in the way its principal, Professor Robert Hazeldine, was appointed.

In last week's issue of the *New Statesman* a story headlined "The vice-chancellor" claimed that Professor Hazeldine "intervened unfairly in the selection procedures that led to his appointment".

The story says that he sat on the committee searching for a new principal for six months, then declared his own interest in the post and withdrew. The story quotes from private UMIST documents which, it is said, "show that Hazeldine was still passing on potentially damaging opinions about four of his closest rivals several weeks after he had indicated his possible candidature".

In a statement signed by Mr D. H. McWilliam, secretary and registrar, and G. A. Norris, chairman of UMIST Council, the Institute "totally rejects any suggestion of impropriety on the part of Professor Hazeldine, the committee, its sub-committee, and any members of the committee of either body, and reaffirms its complete confidence in the integrity of Professor Hazeldine".

The Joint Committee of Recommendation to the Principality was set up in March, 1975, to find a successor to the retiring principal, Lord Bowden. Professor Hazeldine was then head of the department of chemistry at UMIST, a position he had held since 1957.

At its first meeting in June, the committee set up a sub-committee to prepare a short list of candidates. Professor Hazeldine was a member of both committees.

According to the university, the job of the sub-committee was to make "under the seal of confidentiality, the many approaches, consultations and inquiries which seemed to it to be necessary". At first attention was focused on possible external candidates and the post was advertised in the national press.

On October 17, 1975, the committee raised the question of whether there were any serious internal candidates. When Professor Hazeldine said the possibility might arise that he would be a candidate, he withdrew from any discussion of

his internal colleagues and accordingly to the university, "from that time he took no part at all in the deliberations of the sub-committee or its parent committee".

According to the *New Statesman* the private UMIST documents (the existence of which are not denied) show that Professor Hazeldine "was still playing an active role in assessing the suitability of candidates who were to become his closest rivals on the short list".

The documents are notes of telephone conversations on November 6, 1975, between Professor Hazeldine and six other members of the sub-committee. One is a "nice, fair-minded chap... but being somewhat indecisive would appear to lack the kind of leadership one would expect in a vice-chancellor".

Another is, again according to a colleague, a "strong personality and ambitious" but "not in contact with industry, and would probably not be very keen to become personally involved in this although he would certainly not discourage others from so doing" the memo continues.

The *New Statesman* quotes another memorandum in which a member of the committee raises the question that it might be thought that Professor Hazeldine, "by remaining a member of the sub-committee until such a late stage" had been in a position to influence the sub-committee against rival candidates "but the member then dismisses the idea that there could be any truth in the suggestion".

In a detailed rebuttal of the charges the UMIST statement says that the only one to be taken into account when syllabuses are drawn up, it is one of the most important since the majority of those gaining an A level in these go on to degree work, a joint SCUE and CNA statement on the plans adds.

"This adds up to a strong case for the inclusion of common courses in A level syllabuses and a corresponding recommendation has been made to GCE boards."

After Professor Hazeldine indicated the possibility of his becoming a candidate, the sub-committee did not withdraw its invitation to Professor Hazeldine to make these inquiries of persons whose names had been drawn to their attention and saw no reason to doubt the propriety of his continuing with the assignment, having said in confidence that his integrity and professional ethics were

Exam boards aim to end confusion

Proposals to aid polytechnics and universities by ending the confusion over variations in A level syllabuses for physics and chemistry are now being considered by working parties set up by Britain's eight GCE examination boards.

These moves follow this week's publication of joint plans, prepared by the Standing Conference on University Entrance and the Council for National Academic Awards, to establish core syllabuses in A level chemistry and physics.

In each case coverage of the core would require about two-thirds of the teaching time normally devoted to an A level syllabus, but the remaining one-third would then be available for individual variations, the reports state.

At present, because of wide variations of syllabuses, the amount of knowledge common to first-year students of extended education, and science, is much smaller than any one A level course.

Now, following wide consultations in universities and polytechnics, the two reports aim to end this problem. "While the higher education view is not the only one to be taken into account when syllabuses are drawn up, it is one of the most important since the majority of those gaining an A level in these go on to degree work", a joint SCUE and CNA statement on the plans adds.

"This adds up to a strong case for the inclusion of common courses in A level syllabuses and a corresponding recommendation has been made to GCE boards."



The Manpower Services Commission will be awarding this black and silver coloured plaque to firms which excel in employing disabled young people. It is part of the company's "Fit to Work" campaign and 100 companies will be nominated for an award every year.

Carlisle backs new test for sixth-formers

by Patricia Santinelli

A new intermediate level examination, worth roughly the same as a sixth form high-flyer, received Government backing this week for introduction by 1985. But first it must prove to be acceptable to the higher and further education sector.

Mr Mark Carlisle, Secretary of State for Education, unveiled proposals for both an A level examination and a new 17-plus, vocationally orientated exam on the lines proposed in the Mansell Report, *Basic for Choice*. This exam has been given preference over the Certificate of Extended Education.

Proposals for the 17-level examination are still tentative, as we recognize that detailed further development would be needed," said Mr Carlisle. "For this reason we have asked the higher and further education sector to respond by December of this year."

The Government's proposals for an A level examination differ from that originally made by the Schools Council which intended the additional examination to both broaden the curriculum for those taking A levels as well as meet the needs of lower ability groups.

"We doubted that a single examination could fit a dual purpose," Mr Carlisle added. "Therefore we have decided that A levels should be geared to one aim only, that of broadening the scope of studies for those taking A levels. It will not be a free-

standing examination but run alongside A levels and for example enable those studying science as their main subject to take an A level in modern languages."

The proposal was worth further consideration and the Government was anxious to hear the views of universities, although higher education courses would be unaffected by A levels and employers as to whether it would meet their requirements.

He admitted that there were serious resource implications, in particular an adequate supply of teachers to teach at A level, most of which were on the shortage list. However, he did not doubt that the retaining scheme would generate a greater number of teachers in these areas.

However, Mr Carlisle denied that the examination, which would be monitored by both the GCE boards and the Schools Council, was in any way intended to bar a large number of young people, unable to take A levels and therefore I levels, from further study.

Plans for the new 17-plus examination are much firmer. It will probably be available in both schools and colleges by 1984 and be validated by the City and Guilds of London Institute.

Mr Carlisle said that the Government had abandoned the Keohane proposals for the CEE—pilot courses are to continue for 1980-81—because it was felt that the Mansell proposals best met the needs of the target group.

Student union rift widens over question of loans

by Paul Flather

The rift between the national committee of the Federation of Conservative Students and the rest of the membership on the thorny question of student loans widened considerably this week. Mr Peter Young, FCS chairman, said that all such standing policy had lapsed because it was last affirmed more than three years ago.

Mr Young is strongly in favour of a partial loans system, and a paper arguing the case has already been completed and is ready for release. He is expected to make a public statement in favour of a partial loans system after a national conference meeting on October 23, at which his hands are still partially tied because the federation still has standing policy supporting grants.

Strong criticism of Mr Young's intentions has come from Mr Chris Bones, a leading liberal member of the federation, and a member of the National Union of Students' executive.

Mr Bones said the decisions of the national committee were not representative of the feelings of the majority of Conservative students. He said the committee were going against the policy. "The national committee just seems to act without consulting the regions or the grassroots. It is impossible for the few to do anything because he has a majority of supporters at the committee," he said.

Mr Bones outlined two major arguments against loans, which he said would be an "absolute disaster". Loans would reduce the access of working-class students to higher education; and they would require an expensive bureaucracy to administer.

Mr Young for abolishing a national caucus meeting planned for the end of next month to discuss items coming up at the NUS national conference on December 5, apparently to save money. This has removed another opportunity for consultation on national policy.

Meanwhile NUS has repeated its challenge to Dr Rhodes Boyson, the under-secretary for higher education, to clarify how any loans system could meet three basic criteria—they would not be expensive to run, they would not deter potential students, and they would not lead to heavy defaulting.

Formula leaves ILEA intact

Ministers are ready to settle for a compromise over the future of the Inner London Education Authority, resurrecting a formula proposed by the Marshall Committee two years ago.

The plan, which is likely to be announced next month, would leave the authority intact but would take the administration of the five inner London polytechnics, as well as the schools and colleges, out of the authority's budget which is beyond their control.

The new plans, though a relief to campaigners for ILEA, are unlikely to attract support from those currently involved in the authority. They fear that the direct involvement of the boroughs will lead to numerous conflicts of local interest, depriving the authority of the necessary overall view of the capital's educational provision.

The Marshall Report, which advocated such an approach in July 1978, said: "The chief cause for concern is that because of ILEA's constitutional status, it has an enormous responsibility, beyond any other body, for the education of the children of the GLC or the boroughs."

Now the committee appears to have decided that a change of composition, combined with the effect of the Government's new financial arrangements, will make the current financial accountability

OU worried by decline in take-up

A significant rise in the number of applicants to the Open University who subsequently turn down the offer of a place is worrying university authorities and students.

The admissions committee is particularly concerned about this year's promise of a decline in the number of applicants in the north of England, which has risen out of all proportion to that in the south.

A survey is to be commissioned to pinpoint the cause, but fears are that this reflects a combination of uncertainty about next year's fee levels, the withdrawal of discretionary grants, rising unemployment and economic uncertainty.

The university is still waiting for confirmation of next year's fee levels which are set by the DES. This year they are £55 for a full course, plus £62 for a summer school, plus £62 for a summer school. The university is demanding a fee increase above the inflation rate which is being resisted by the education ministers.

Every year more than 40,000 adults apply to study at the OU, which offers 20,000 undergraduate places on a "first come first served" basis within quota systems based on regional population levels and sub-regional distribution. Disappointed applicants are placed at the top of the queue if they reapply the following year.

The pronounced shift in the decline rate of successful applicants has emerged from admissions for the next academic year, which begins in January.

The overall national decline rate has risen from 28 per cent to 33 per cent in the last three years. In the south-east, London, East Anglia and the south-west, it has risen from 27 per cent to 33 per cent since 1977.

In the Midlands and the north, Wales, Scotland and Northern Ireland it has shifted from 25 per cent to 34 per cent. In the northern region of the OU alone, which is based at Newcastle-upon-Tyne, the decline rate has leapt by 11 per cent, from 26 per cent to 37 per cent, compared with a rise from 26 per cent to 29 per cent in the south-east region.

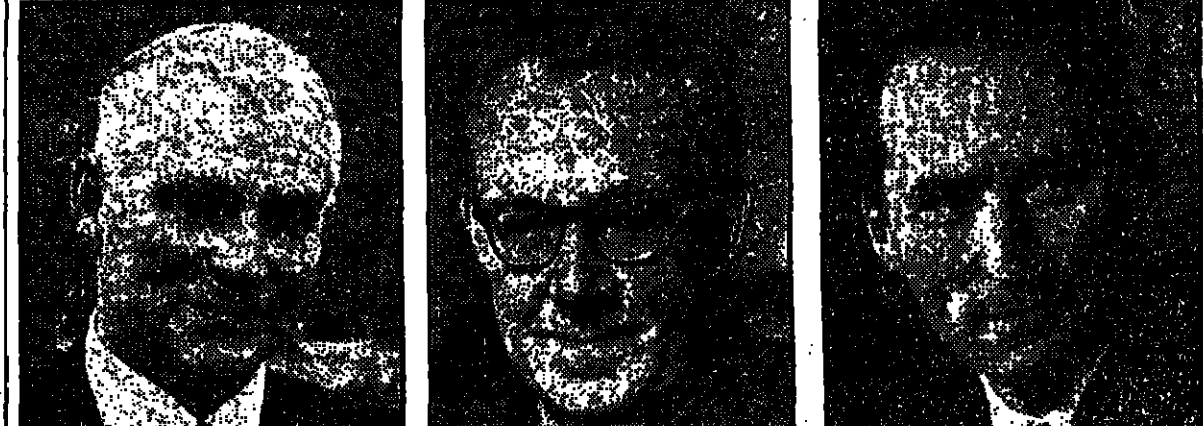
Although there is still a surplus of applicants, it is becoming increasingly difficult to keep study centres viable in certain areas, in the north. This produces fears that in the future a disproportionate number of students could come from the south.

Manchester's new V-C

The new vice-chancellor of Manchester University is to be Professor Mark Richmond, professor of bacteriology at Bristol University since 1968.

Professor Richmond, aged 49, is chairman of the United Kingdom national committee for microbiology, and chairman of the steering committee for income-generating activities at the Centre for Applied Microbiology and Research at Portland Down. He is also a member of the Department of Education and Science advisory group on genetic manipulation.

Professor Richmond was educated at Eton College and Clare College, Cambridge.



Sir Vivian Fuchs (left), Sir Sam Edwards and Sir Alec Morrison have signed the petition

Scientists call for Soviet boycott

by Robin McKie
Science Correspondent

Almost 3,000 scientists throughout the West, including 32 Nobel prize winners and more than 60 fellows of the Royal Society, have called for a halt to exchange visits with the Soviet Union.

These figures were released yesterday by the Committee of Scientists and Engineers for Sakharov, Orlov and Shcharansky, at simultaneous press conferences in London, Washington, Paris and Geneva. The scientists want a moratorium on professional cooperation with Russian scientific community until the completion of the forthcoming Madrid conference which is to monitor the progress of the Helsinki agreement on human rights and scientific and cultural exchanges.

Those who have signed the petition include Sir Sam Edwards, former chairman of the Science Research Council; Sir Peter Medawar, the British medicine Nobel prize winner; Sir Christopher Cockell, inventor of the hovercraft; and the physicist Nobel prize-winner, Sheldon Glashow. Sir Alec Morrison, chairman of the Committee of Vice-Chancellors and Principals, has also signed a similar petition relating only to Dr Yuri Orlov.

The signatories, who also include Sir Vivian Fuchs, the explorer, are protesting about "the human rights violation by the Soviet Union" in the case of Dr Andrei Sakharov, the exiled dissident Russian physicist; the imprisoned physicist Dr Orlov; and the dissident, Mr Anatoly Shcharansky.

One of the organizers of the London press conference, Professor John Chaparr, head of the physics department at Queen Mary College, London, said that although he did not expect miracles, he hoped the announcement of the figures and the call for the exchange moratorium would help to keep up pressure and help the dissidents in their struggle.

Professor Chaparr added that the campaign, which has been running for several months, has already produced results. In the United States in 1979, 12 American scientists had visited Russia while 58 Soviet scientists had made return long-term visits in the first half of 1980, only two United States scientists had travelled on long-term visits to the USSR and only five Russians had visited America.

The report *The Information Storage and Retrieval* is by the British Library Service, the fourth prepared by the Education, Science and Arts Committee of the House of Commons which has received evidence from representatives of libraries and information bodies.

It says it is extremely important that there is no "data" factory that is not a "data" factory. It is extremely important that there is no "data" factory that is not a "data" factory.

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Architecture students angered over planned move

by David Jobbins

Thomas Polytechnic's school of architecture is likely to transfer to the polytechnic's Dartford outpost—just three years after £4m was spent on its last move.

In an effort to make better use of the under-used Dartford site, the polytechnic's academic council has voted to relocate architecture after considering a working-party report detailing the academic and financial implications of four options.

The recommendation, supported by polytechnic director Dr Norbert Singer who has said it is the solution he personally prefers, will be reviewed by the government on Monday.

Academic staff and students, angered by the decision, are angry to get it changed before the move planned for the beginning of the next academic year.

But the chances of a reconsideration are slim, and Dr Singer has already written to the Council for National Academic Awards. The Royal Institute of British Architects and the Inner London Education Authority, which has confidence that the school's academic standards can be maintained at Dartford.

He accepts the move—the most expensive of the options in terms of building costs—might be a setback for the school, but that he believes the difficulty can be overcome.

school from the consequences of the move for perhaps five years. "It is the intention of council that the conditions for the school at Dartford will be made at least as good as those existing now at Woolwich."

He understood the anger at the proposal but added: "The overall advantages to the polytechnic in this move are greater than those to be obtained from the other proposals and this must, despite the temporary difficulties created for the school, influence the final decision."

The polytechnic has £100,000 in reserve which will be used to finance the move, but approaches are to be made to ILEA.

The other options rejected by the council all involved more than one school, and architectural staff believe that the voting was inevitably weighted against them. They estimate that the true cost of the move could rise to £750,000—beyond the resources of both the polytechnic and ILEA.

A working party calculated the building costs involved in transferring architecture to be £224,000, with an additional £36,000 for necessary library duplication. This compared with £89,000 and £170,000 to move the schools of humanities and social sciences; £84,000 and £120,000 for humanities and surveying; and £74,000 and £65,000 for surveying and social sciences.

The move from Hammer Smith was prompted by criticism of the accommodation by both the CNA and RIBA. Both have now expressed satisfaction with the conditions at

The Government should urgently appoint a minister of Cabinet rank responsible for information policy. It should also set up a standing commission to investigate the development of a national information network, urges a report by a group of MPs published this week.

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Fantastic, says Nobel winner

by Robin McKie
Science Correspondent

Cambridge University's research chemist, Dr Frederick Sanger, this week described the award of a Nobel prize for chemistry as "marvellous and fantastic". The £8,000 award was given to Dr Sanger, a fellow of King's College, for his studies into nucleic acid sequences by the Swedish Academy of Sciences.

Dr Sanger, who also won the prize in 1958, said he was "very much honoured" by the award. However, he added that he had no plans to spend the money, but he would have time to think about that. There is so much to do.

The academy also announced this week that Professor James Cronin at Chicago University and Professor Val Fitch at Princeton University have won Nobel prizes for their discovery concerning the violation of the principle of symmetry in nuclear particles.

Other 1980 Nobel prizes have gone to Professor R. B. Meldrum for his discovery of the mechanism of action of the anti-epileptic drug, phenytoin, and to Professor Adolfo M. J. Martinez for his discovery of the mechanism of action of the anti-epileptic drug, phenytoin.

The MPs want the standing commission to examine the development and coordination of an information network, and to coordinate the relationship between the cooperative, private and public sectors. They should formulate national requirements, relate them to international developments, and make proposals for their implementation by appropriate bodies.

Redundancy threat lifts as lecturers opt for retirement

by David Jobbins

The chances of averting compulsory redundancies at North East London Polytechnic have increased following a "crawl" which has so far produced 38 lecturers interested in a premature retirement compensation scheme.

The exercise was undertaken before approval of the scheme by the three boroughs maintaining NLEP. Final "ratification" is unlikely before mid-November because of the failure of one borough—Barking—to keep in step.

Union leaders and management expect that once the PRC scheme is formally agreed, more staff will come forward. Negotiations also open shortly on the scope for retraining and redeploying lecturers.

In April the polytechnic announced its intention to make up to 62 lecturers redundant but the end of August, expected at the time, has been deferred until the end of December pending the outcome of the crawl.

At NLEP consultations on the new development plan began early next month with a seminar at which the governors, joint education committee, academic board and unions will be represented.

The final draft of the plan was discussed at a meeting of governors and local councillors earlier this month, but its content still remains unclear. It is understood the discussion centred on the building programme at the poly-

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Staff opposed to streamlining

by Ngao Crequer

Academic staff at Southampton University are preparing to oppose proposals for rationalization and have accused the administration of "doing its laundry for public consumption".

As reported in *The Times*, a working party on academic goals has recommended the winding down of two subjects, the closure of one department and a scheme for inviting idle or inadequate staff to retire. Other suggestions call for the strengthening of departments and the possibility of future expansion.

Nearly 60 academics have signed a letter to *The Times* in which they record their disapproval of the fact

that the report was released to the press before any formal discussion of its recommendations had taken place within the university.

The letter says "... but it is not we who have chosen to do our laundry in public... it becomes difficult for us to resist seeing (the release to the press) as an attempt to pre-empt internal discussion of controversial proposals by conferring upon this merely recommendatory document a quasi-official public status to which it is not yet democratically or constitutionally entitled."

A petition is also circulating among staff complaining that details were released before the re-

port passed through normal university channels.

A copy of the report was sent to *The Times* in mid-August, embargoed until September 19, on the grounds that this would give sufficient time for the report to be given wide internal circulation in advance of publication, and for journalists to examine the arguments raised in the document.

The report, which contains 51 recommendations plotting the university's future in the light of expected financial constraints, will be discussed by the joint policy committee next week. It is then likely to be referred to the faculties and to senate.

Increase in use of short contracts angers lecturers

by David Jobbins

Local education authorities may increasingly appoint teaching staff on one-year contracts under which they sign away important legal rights, a leading union official claimed at the weekend.

Mr Keith Scribbins, assistant secretary (salaries) of the National Association of Teachers in Further and Higher Education, claimed that in at least one authority all appointments since the beginning of term had been on one year contracts which required lecturers to waive their rights to take a case for unfair dismissal to an industrial tribunal and to qualify for redundancy payments.

He told a conference organized by the British Educational Administration Society in Cambridge: "This is something we believe will be used more and more."

"We will have to go forward with an attempt to limit the use of waiver clauses," he said.

The Government has relaxed the law to reduce the period of contract which can include waiver clauses from two years to one.

The Trades Union Congress has asked affiliated unions to help beat the Employment Act, Mr Scribbins said.

"If we are to contribute at all to this area it is likely to be on the introduction of new clauses."

This and another change in the Employment Act increasing the minimum period of service to two years from one, and giving access to an industrial tribunal from 26 to 52 weeks effectively ruled out industrial tribunals for those employed only for a short time.

He felt the Act contained a recipe for much conflict, and pleaded with the lawyers. It reduced employment rights which had been built up over 10 years and restricted the power of the unions. This was in one reason only—"the Government's economic policies require the ability to be able to dismiss, make redundancies, and make possible the closure of plants which could not be easily facilitated under the previous law."

The conference also heard from Dr Ian Waitt, senior lecturer in education management at the Anglian Regional Management Centre, that the line likely to be taken by the Health and Safety Executive.

Agreement had been reached to set up an Industrial Advisory Committee for Education, representing 11 unions involved in schools, with equal representation from the employers' organization, he said.

Protest called over animal experiments

Sheffield University has drafted an extra security staff to help cope with a national march and rally tomorrow called to protest at experiments on animals at the university.

The rally has been called by Animal Aid and the National Anti-Vivisection Society, two animal welfare groups, after widespread criticism about what they say are horrible and cruel experiments carried out by researchers.

The university is taking threats of violence seriously and a special working party has been set up to respond to the adverse publicity.

Last weekend about 50 protesters raided a university animal laboratory on an isolated field in Blackbrook Road setting fire to four dogs kept by the researchers and causing damage estimated at about £1,000. Police are investigating.

The issue has aroused considerable local interest. Animal Aid says it has already distributed 30,000 copies of a booklet which accuses university researchers of carrying out futile experiments which were of no benefit to medical science or mankind.

The report describes experiments to test the strength of tooth-gems carried out by implanting baby teeth in the cheeks of hamsters, and cancer tests carried out by implanting cancerous tumours in rats and mice.

So far the university has refused to make any comment on the experiments. Animal Aid has no doubt all the experiments took place, and the group's detailed source-references in its report to back its case.

In reply to the allegations, the university has said: "Experiments involving the use of animals are governed by an Act of Parliament. The Home Office is responsible for ensuring that the terms of this act are strictly adhered to, and their inspectors have the authority to enter premises at any time."

Union demands a new training body

A call for a radical approach to the administration and financing of education, training and manpower planning and provision has come from the National Association of Teachers in Further and Higher Education.

Writing in response to the report of the Manpower Services Commission Review of the 1973 Employment and Training Act 1973, the association's new president, Mr J. A. Davies, advocates the development of a national system under the aegis of a new Ministry of Education.

This commission would have sole local and regional structures to bring together all the agencies involved in the provision of education and training. But a residual advisory function might exist for bodies similar to the present Industrial Training Boards.

Nattho sees the commission delegating carrying responsibilities to the Department of Education and the Department of Employment, and by the control and allocation of funds within these areas.

The association argues that such a system should be financed mainly by central government by a specific grant such as is available to higher education and other central government bodies. It would cover initial vocational preparation or training for transferable skills. Job training, however, should be the sole responsibility of industry, possibly financed by a levy on companies with some form of right to effective training.

Nattho stresses that it is urgently needed for the 16-18 age group, and should include vocational preparation for the unemployed. Once this has been achieved, the machinery could be extended to provide training for the educationally and economically disadvantaged, the unemployed, and the over-25s.

In its response to the report the DES Future Education Unit says that it welcomes the suggestion of extension of vocational preparation for young people, and agrees that both an additional structure would be necessary to achieve effective training.

The FEU argues for a unified curriculum for the vocational preparation of young people employed, unemployed, or at college, which would require a radical reorganisation of the 16-18 education system.

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North American News

Jailed professor freed as inquiry starts

from Clive Cookson

WASHINGTON

James Dinan, Professor of Education at the University of Georgia, has been released from jail after serving a three-month term for refusing to tell a Federal judge how he voted on a tenure decision.

And the University of California at Berkeley has agreed to let the Department of Labour copy confidential faculty employment records, on certain conditions, and thereby averted the threat by Labour Secretary Ray Marshall to cut off \$25m worth of government contracts.

Feelings were running high throughout academe about the Georgia and Berkeley cases, which dramatized the widespread conflict between traditional academic confidentiality and government-mandated "affirmative action" programmes intended to increase the number of women and minorities in American higher education. The latest developments should calm things down, at least temporarily.

The Berkeley agreement is a permanent settlement of a two-year dispute over access to university documents by the Government Civil Rights Investigators, who believe that some academic departments may have broken Federal rules prohibiting discrimination on the basis of race or national origin.

The university agreed to let the investigators take copies of any confidential documents that senior officials in the department of labour say are relevant, on con-

dition that the government keeps them in confidence and invests them in Berkeley within the next 30 days. The copies will not be made available under the Freedom of Information Act, unless a court orders their release.

In a letter to Berkeley faculty members, Chancellor Michael Heyman said "this consent decree in my view reasonably meets the needs". It was signed the day before the cut-off deadline set by Secretary Marshall, who is responsible for monitoring affirmative action by universities. The University of California also agreed to give the government access to personnel records on its other eight campuses, as well as Berkeley, under the same conditions.

The Georgia case, on the other hand, is far from finally settled. Last week a U.S. Court of Appeals will hear Professor Dinan's appeal against his three month jail sentence and \$3,000 fine for contempt of court.

Professor Dinan returned to his office at the University of Georgia last week, vowing to remain silent about his vote on a faculty committee which denied tenure to assistant professor of education Meija Blauberger who is suing the university for sex discrimination. He could be sent back to jail if the appeals court rejects his plea that faculty evaluations should always remain confidential.

The fifty-year-old professor was wearing prison trousers when he reappeared on the university

campus at Athens, Georgia—he had gone to jail at the beginning of July wearing full academic regalia. Professor Dinan's own clothes no longer fitted him, he said, because he shed 40 lbs at the minimum security prison at Eglin Air Force Base, Florida, where he said he spent his days washing dishes in the prison kitchen.

Professor Dinan only had a day or two to spend on campus with his admiring colleagues before flying to San Francisco to speak on "confidentiality and the Faculty Peer Review Process" at the annual meeting of the American Council on Education. Millions of American television viewers have also heard him defending his cause on news and talk shows.

It is a cause that commands almost solid support at the University of Georgia and widespread support outside it. Many thoughtful academics are troubled by the questions asked by Albert Shanker, President of the American Federation of Teachers: "If the confidentiality of votes is now to be breached, how many will vote on the academic merits of the individual? How many will be subject to campaigns by student and faculty partisans? Will they base their decisions on popularity or on quality? If they are now to be subject to individual judicial penalties for not telling their votes—excluding jail terms and fines—how free will the faculty be to make such judgments solely on the basis of academic distinction, of

scholarship and excellent teaching? "Since our colleges and universities try to develop quality through a process of faculty screening and selection—peer judgment—the growing reluctance of faculty to serve on such committees or to vote in accordance with excellence may mean that standards will be eroded and eventually destroyed," said Mr. Shanker. He could not resist pointing out that the National Education Association, his union's great rival, was financing Miss Blauberger's sex discrimination suit.

No one knows how many professors are in fact refusing to provide academic evaluations of their colleagues for fear that their judgments may be revealed in public. But anecdotal evidence suggests that the number may be substantial.

The issue is obviously of vital interest to the main professional organization of faculty members, the American Association of University Professors. The AAUP finds itself torn between a long-standing commitment to affirmative action and a horror of seeing a professor in jail.

The association's general secretary Irving Spitzberg issued a comment last week saying that "in appropriate circumstances it may be proper for a victim of possible discrimination to discover how members of a tenure committee voted. Even in such circumstances, however, we believe any disclosure of a university professor in order to enforce discovery is as inappropriate at a university's unwillingness to provide reasons for its decision."

'University indicator' test scores fall

The most watched indicator of the academic preparation of American college and university entrants—Scholastic Aptitude Test scores—declined again in 1980, for the seventh successive year.

The average scores of the million college-bound high school seniors who took the SAT this year fell by three points to 424 in the verbal section and by one point to 466 in the mathematical section of the test. A perfect score is 800 on each.

Back in 1968 the averages were 466 (verbal) and 492 (mathematical). The College Board, which administers the multiple-choice test, says its difficulty has been kept constant over the years.

The downward trend "persists despite serious efforts by many schools to improve education, and may not be reversible by changes in formal education alone," a College Board spokesman said.

That is bad news for colleges and university administrators, who had hoped that the more publicized "back to basics" movement in schools, emphasizing reading, writing and mathematical skills, would have had some effect by now. As it is, they face the prospect of having to lay on more remedial classes for freshmen who cannot write properly.

Although the numbers of male and female students taking the SAT are about the same, the men scored slightly better, (nine points) than the women on the verbal and far higher (40 points) on the mathematical section. At the very top of the test, candidates scoring between 750 and 800—males and females were equally represented on the verbal test but men outnumbered women five to one on the mathematical test.

In an era when women are redefining their roles and are applying in greater numbers toward advanced degrees and toward study in business and commerce, engineering and computer science, the disparity between mathematical abilities of the sexes is large, the College Board comments.

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Humanities 'in serious decline'

The last time a Commission on the Humanities reported in the United States was in 1964 and the Johnson Administration was working with Congress on a huge expansion of Federal activities. So when the commission recommended the establishment of a Government foundation to support the humanities, Congress obliged within a year by creating the National Endowment for the Humanities, whose annual budget now exceeds \$100m.

This week another Commission on the Humanities delivered its report showing the humanities in serious decline throughout American life and particularly in the educational system. But now the political mood is to cut rather than create Government programmes, and the second commission, chaired by Rosalind Wiseman, acknowledges that the humanities "cannot realistically expect large increases in funding in the 1980s".

So instead of the grand proposals of its predecessor, the Lyman Commission has had to restrict itself to a less ambitious series of recommendations for dealing with a situation that is worse in most respects than 15 years ago.

American educators talk about "the humanities" far more than their British counterparts, and they tend to mean not only the subjects often referred to in Britain as the arts—languages, literature, history, philosophy—but also a "humanistic" attitude to life which is very hard to define. According to the Lyman Commission, its important features include insight, perspective, critical understanding, discrimination and creativity.

The 32 members of the commission included the usual crowd of busy college and university presidents, eminent scholars and communications and foundation executives. But University of Texas history professor Gaines Post, who took two years leave to direct the study, is the person most responsible for its lively and well-written final report, "Humanities in American Life", published this week by the University of California Press at \$12.95.

The commission makes intelligent recommendations for improvement in a wide range of "humanistic" activities from museums to academic publishing. However, it leaves no doubt that the top priority must be to teach humanities earlier and better. "A dramatic improvement in the quality of education in our elementary and secondary schools is the highest educational priority for America in the 1980s," the report says.

In higher education, the Lyman Report echoes other recent calls for colleges and universities to reaffirm the old ideal of a "liberal education" for undergraduates. They should give students a broad and coherent understanding of western culture, instead of the chaotic tangle of overspecialized humanities courses offered by many institutions today.

At the postgraduate level, the report claims that the commissions could not agree how universities should adjust to the severe shortage of jobs for humanities Ph.D.s. "On the one hand we believe that some graduate programmes in the humanities should be phased out or reduced in size," it says.

However, they did recommend research and increase the preparation for teaching or for non-academic jobs. On the other hand, the continuity of humanistic scholarship requires that some institutions concentrate on scholarly research. "Graduate schools and departments reassess their purposes and curricula, and consider how the training they offer in the humanities might be better adapted to both academic and non-academic employment," and, they added, "Graduate programmes in the humanities that cannot offer students reasonable prospects of employment, whether academic or non-academic, should be abolished."



A new television series aimed at the many people living in this country who do not speak English as their first language starts today on BBC 2.

The programmes, which combine teaching with documentary film and a fiction drama, aim to help viewers express themselves more clearly and

cope better with problems of everyday life in Britain.

The multi-racial team who present the series, which includes back-up material in 13 languages, are (pictured left to right): Marina Sirtis, Trevor Thomas, Indira Joshi and Burt Kwouk.

DES asked to plug overseas fees loophole

The Department of Education and Science has been asked to close a loophole which allows voluntary colleges to undercut neighbouring institutions' fees for overseas students on some courses by as much as £700.

A row started when the College of St Mark and St John, Plymouth, set fees of £1,700 for Kenyan students joining a BEd course mounted specifically for their government. Recommended fees for polytechnics and universities for equivalent courses are £2,400.

As a voluntary institution receiving the majority of its income direct from the DES, the college is subject to a different set of regulations which allow fees to be set locally for specially commissioned courses as long as they represent full cost. In the maintained sector, similar arrangements are allowed only for courses of less than one year.

Both the Council of Local Education Authorities and the National Association of Teachers in Further and Higher Education have taken up the issue, after protests from Mr Robert Owen, chief education officer of Devon, and Mr Francis Carr, former principal of Rolle College, Exmouth.

Mr Carr says that the approval of a lower fee for voluntary colleges proved that the DES fee for the maintained sector was not realistic. "I am not sure," he said, "that the subject of overseas fees is the subject that the DES policy indicated that it should be made a matter of at least £700 per annum per student."

A DES official said Mr Owen there was no intention of favouring the voluntary colleges. Only certain of their activities are covered by DES grants, he said, and these were closely controlled. Normally, this would include the level of overseas students' fees but the Department could not interfere in self-financing, non grant-aided activities.

Edinburgh psychologists get to work on IT

by Olga Wojtas
Scottish Correspondent

A television screen and a set of headphones could help achieve a breakthrough in intelligence tests. Research over the past four years in Edinburgh University's psychology department indicates that two simple tests could give fairer results than present IQ tests which are often accused of social and racial bias.

Subjects have to judge which of two lines flashed in front of them is longer, and also which of two tones is higher in pitch. Each experiment is successively presented, with the order and duration varied, until the subject's inspection time (IT) is found.

Mr Chris Brand has announced that there is a very close correlation between the subject's IT and IQ. The test does not measure reaction time, he says, as subjects can take as long as they like to make their decision. It also seems unlikely that subjects of higher intelligence have merely developed an ability to take in such simple information, says Mr Brand, as equally good results have been found with four-year-olds.

"The results suggest simply that people of higher IQ should have the capacity to absorb more information in any given period of time," says Mr Brand.

Subjects can achieve better results

Social workers back assessment proposals

Proposed major changes in the assessment requirements for social work students are being supported by the 11,000-strong British Association of Social Workers.

The association's response is to the new proposals for the curriculum for social work students, which will be expected to demonstrate knowledge and understanding in five specific areas of study and show ability to carry out a list of required tasks. In addition the minimum length of practice teaching will be 50 working days.

It is likely to add fuel to a new controversy about curriculum uniformity which has split social workers, teachers and practitioners.

The new requirements laid out by the Central Council for Education and Training in Social Work, which would amend the guidelines for the certificate of qualification in social work (CQSW) are intended to shift the emphasis from course content to assessment.

Students will be expected to demonstrate knowledge and understanding in five specific areas of study and show ability to carry out a list of required tasks. In addition the minimum length of practice teaching will be 50 working days.

In a statement sent to the council, BASW says the proposals for assessment, published last May, presents an opportunity for assessment to

move away from a focus on the assessment elements of a course to a more holistic approach to practice.

This reflects the association's concern with securing a better balance within social work education between acquiring knowledge for practice and the development of practice skills.

The association welcomes the clarity in this document from CECTSW indicating what the council regards as the crucial areas for assessment purposes, while leaving individual institutions the forms of assessment to be employed, it says.

Overseas News

Fraser rests on his record

By Geoff Maslen

MELBOURNE

Australian educators are not reeling under the weight of promises from either major political party as voters prepare to go to the polls tomorrow.

The Liberal Party government under Prime Minister Fraser is trailing the Labour Party in opinion polls and the amount of money it promises to spend on education.

Over the next year the present government is committed to spending more than \$2,800m on education. Labour has promised an injection of \$100m on top of that—much more than a 3.5 per cent increase. But while Labour has spelled out in considerable detail its education policy, the government appears to be resting on its record—not necessarily a wise decision given the degree of hostility it has generated among those involved in higher education.

The Prime Minister in his policy speech referred to his Government's reintroduction of triennial funding of universities and colleges of advanced education last year. And he promised money to set up research centres of excellence in a number of universities at a cost of \$1m next year and a further \$15m during the 1982-84 triennium.

What Mr Fraser did not mention, although academics appear to get nervous at the prospect of research centres, was that under his government capital and equipment grants to universities have fallen by



Mr Fraser: funding guidelines.

51 per cent since 1975. Student allowances have shown an overall decline of 35 per cent, postgraduate awards have fallen by 35 per cent, and triennial funding for capital and equipment has been replaced by annual allocations.

Mr Fraser's Government has also for the past three years issued the Tertiary Education Commission with "funding guidelines" which have the effect of preventing it from making detailed recommendations on the needs of the tertiary sector. The commission was set up by the present government as an independent, non-political, expert advisory body whose task was to decide on what the country could afford but what Australia needed from

education authorities. Critics now claim that role has been turned around, making the commission part of the Canberra bureaucracy. The Government's response to these attacks is to point to the huge sums that have been spent on education over the past five years, money which has improved educational resources to such an extent that not as much is now needed—although that view is rarely expressed so baldly. The fact that school enrolments are falling and tertiary student numbers are levelling also means less demand for capital funding.

Labour promises to "restore a sense of purpose to the Australian tertiary education system." It education spokesman, Senator John Button, says tertiary education needs to be guided by a coherent political and social philosophy concerning the role of education in our society. Labour would increase money for research on matters of national and public policy such as energy and the creation of new industries. A labour government would also fund applied research in colleges where traditionally research has not played much of a part. But the big expenditure in universities occurs of course through recurrent costs, and labour's policy only promises a small increase in this area.

Academics are not too impressed with labour's platform but it does offer a more coherent approach and the possibility of a more sympathetic bearing of their problems.

Technical hitch takes a term from students

from Benny Morris

JERUSALEM

Several dozen—and perhaps as many as several hundred—high school graduates are likely to miss a semester or even a year of university because of technical problems in the education ministry's handling of the matriculation guides from the exams taken in the summers of 1979 and 1980.

Last month the Haifa Technion, Israel's Institute of Technology, and Tel Aviv University rejected an appeal by the ministry to extend the deadline for receiving the matriculation guides. The Technion has turned away all potential students whose marks failed to reach them by September 5. Highly selective faculties in Tel Aviv University, such as medicine and law, have turned away all applicants whose marks failed to reach them by September 15.

Hebrew University Rector Professor Rafael Mechoulam last week sent the ministry what he described as "a sharp note" complaining of the "repeated failure to come through with the marks on time." He said that this state of affairs, which has been going on for "four or five years, is intolerable, and the universities may have to devise an internal testing system of their own, by-passing the bagrut."

Mechoulam said that the Hebrew University agreed to extend the marks deadline to September 30,

"and we may add another week to it."

The majority of the students affected are religious girls, Arab and the handicapped, who are exempt from army service. The bulk of the country's students are university only two (women) three (men) years after taking bagrut because of military service. According to the ministry's examination department, about 30 per cent of the 300,000 bagrut marks in exams taken in the summer of 1980 have not reached the examiners. The 300,000 papers in question were checked and marked each by two examiners, during July and August 1979. But the examination department has in the past two years been caught in the thrall of switching from one computer bagrut marks registration system to another.

The computer change was motivated by the "liberalisation" of the exam system, which will allow pupils to choose from among 500 different test papers. The ministry was unable to adapt the then existing computer system to the expanded possibilities and was belatedly began a wholesale change in the system.

The changeover has also resulted in the ministry's failure to issue the formal bagrut certificate in 1977, 1978, 1979 and 1980. Meanwhile, the ministry has issued temporary marksheets for national exams applying for university places.

Autonomy the goal for Polish unions

Poland's new, "independent" student movement is not primarily concerned with such practical matters as improved grants and housing benefits. Initial discussions among the initiative groups springing up in virtually every higher education institution in Poland have made it quite clear that their prime concern is to establish greater academic autonomy, and the right, for example, for university libraries and bookstores to circulate works at present banned by the censor (such as the Polish language cultural monthly *Kultura* published in Paris).

Their striving for autonomy is backed by the academic staff, who have not only issued their own calls for autonomy (a particularly detailed programme has just been drawn up by the Senate of Warsaw University) but are also prepared to place at the students' disposal the necessary secretarial facilities to get the new movement off the ground.

During the latter part of September, the party and Government made a determined effort to keep the students within the existing party framework. Major improvements of the grants structure were promised, and on September 30, first Secretary Stanislaw Kania, President Henry Jablonski, Deputy Minister Josef Piskorski and other party members Andrzej Werblan and Zdzislaw Kurowski had a three-hour meeting with activists from the officially-sponsored Socialist Union of Polish Students (SZSP). This discussion largely centred on the need for the liquidation of bureaucratic abuses and the need to avoid a repetition of the August crisis in the country as a whole. "It depends on you," Kania told the students, "whether the SZSP becomes an organization which really leads the student community."

Unfortunately for the remaining SZSP activists, their rank and file members had already for the most part quit and were setting up their own union. Or unions. For the main question, at present, in the "independent" students' movement, is whether there should be one, nationwide self-governing student union or whether each organization should have its own. This is not merely a formal point of organization. Those who wish for a single unified body, modelled on the independent trade union confederation Solidarnosc, speak of mutual strength and support. Those in favour of separate bodies point to the fact that in the independent trade union movement at large, no objection has been raised to the registration of small isolated unions, but that a large number of obstacles are being put in the way of Solidarnosc achieving registered legal status. "The students' movement," one young activist remarked, "is a reflection of the independent trade union as a whole. Its problems must therefore be the same."

The move to disestablish organized student life from the party

structure is not new. For the last three years, there has existed an unofficial (dissent) Students' Solidarity Committee (SKS) whose members are now, it appears, flocking to join the new independent union(s). Earlier this year, a Krakow student who proposed the disestablishment of the SZSP from the party structure was subjected to considerable disciplinary pressure. The strong support which the Society for Academic Courses (Flying University) was able to command among students only too willing to crowd into private apartments to hear lectures that "supplemented" the official view of Polish history and culture shows that the desire for a more rounded and unbiased academic life is a long-standing phenomenon.

The Flying University, incidentally, which was driven underground last year by official pressure, is now planning to resume open activities, with an inaugural lecture planned for October 22. Meanwhile, as the students try to find their organizational feet, the senior academic establishment is facing its own changes. Already two young scholars, Stanislaw Baranczak, a lecturer in Polish literature at Poznan, and Miroslaw Cholecki, a research chemist at the Swierk nuclear institute, sacked in 1977 for their dissent, are being reinstated, and a few days ago, the unpopular "hard-line" rector of Warsaw University, Zygmunt Rybicki suddenly resigned.

Polstu under attack from both sides

from Howard Barrell

JOHANNESBURG

The new, Afrikaner-based political organization for South African students, Polstu, is coming under increasing public attack from both the left and right of the white student spectrum.

It is being accused of equivocation at times, of being a disloyal educational club in South Africa. At present about 60,000 black school children are out of school in South Africa, many because their schools have been closed down by the Department of Education and Training following boycotts at the

Meanwhile, Harvey Tyson, editor of South Africa's largest daily newspaper, *The Star*, went on record last week with the judgment that the Revolutionary African National Congress (ANC), banned in South Africa, was growing fastest of all black groups. In a Sunday newspaper debate on Polstu, published on October 5, both the president of the relatively radical National Union of South African Students (NUSAS), Mr Andrew Beinart, and the president of the right-wing Afrikaner Studententbond (ASB), Mr Nelus Niemand, attacked the lack of clarity on Polstu's position.

Protests over changes in loans system

from Einar Odden

OSLO

Norwegian students are back on the barricades for the first time since the early 1970s. Last Wednesday some 4,000 students gathered in front of the Government's post office to protest at changes in the Norwegian grant and loan system.

The Chancellor of the Exchequer, Mr Ulf Sand, presented his salary proposal last Monday and called for the students to pay their loans on their own while still at school. Until now Norwegian students have not paid interest on their loans until 12 months after graduation. Mr Sand also warned of another hike in the interest rate from 8 to 9 1/2 per cent.

Norway has traditionally had one of the most favourable student support programmes in the world, with large grants and low interest rates. Every student in higher education has been offered loans up to 20 kroner, about £2,000 a year. Last year the average loan was about 12,000 kroner, 20 years to pay back their loans.

Staten's Lamekisse, the student loan bank, is the brainchild of the Norwegian Socialist Labour Party. It was founded in 1947 to ensure everybody the equal right to a higher education independent of the student's economic status, but it therefore came as a shock to the Norwegian students that the Labour Government, which tries to tighten the reins on the banks, should now be changing the bank's policy. According to student leaders, the total amount of loans to be made is to be cut by 20 per cent.

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But this multiplier is affected both by the nominal length of first-degree courses—soon to be drastically shortened to a "normal" length of four years—according to current plans—and by the average length of student enrolments.

Two weeks of party conferences may have demonstrated that higher education does not rate highly in the priorities of British politicians, but all the other parts of the world it can be found in Sri Lanka, where the Open University—a manifesto commitment of the victorious party in the last general election—is now in its first term.

The university, based in the capital of Colombo, was the brainchild of academics impressed by Sir Harold Wilson's initiative in this country. But, while distance learning has been common for several years and the creation of a new institution has been under discussion for nearly a decade, it was the personal stewardship of President R. Jayawardene which brought the project to fruition.

Since coming to power three years ago, he has taken personal responsibility for the Ministry of Higher Education in order, he says, to provide the university with the complete autonomy. As he told the Commonwealth Education Conference: "They come and bother me now and then. I have told them to look after themselves."

His main concern in higher education has been to see the Open University established. With only 5,000 places available on full-time university courses for 30,000 qualified school leavers, the issue was seen as a vote-catcher and the new president wasted little time in putting his election pledge into practice. By the time the necessary legislation was enacted, in July, the third anniversary of the Government's election, the university's headquarters were practically finished and senior staff had been at work for some months.

Aid from Sweden Unesco and Japan had backed up the Government's commitment and a team of five staff from Britain's Open University had spent a month giving advice and training personnel.

Now the university is functioning for the first time, albeit on a scale far below that envisaged for the future. The signs are that it will be an enormous popular success with applications far in excess of the number of students it is capable of handling. The first course in Civil Engineering, for example, attracted 6,000 applicants, of whom only 2,800 could be taken. With full-time university admission requirements for engineering courses running at four A grades at A level, there would seem to be a never-ending flow of candidates.

But the vice-chancellor, Dr Gnanu Corea, is confident that his institution will satisfy a genuine need in Sri Lanka and not merely act as a safety net for those who fail to gain admission to full-time courses. With a recent survey showing 70 per cent unemployment among women arts graduates there is an obvious danger of adding to a growing social problem.

Partly for this very reason, the

Half a world away distance learning is still an election issue, as John O'Leary, recently back from Colombo, reports

How J. R. (the Sri Lankan version) heeded Sir Harold



Students enrol for one of the courses at Sri Lanka's Open University.

range of courses being offered initially resembles the proposed Open Tech more than our Open University. As yet, there are no degree programmes and courses are being mounted with the specific needs of industry in mind.

"We complement, not duplicate other work being done in the universities," says Dr Corea. "The emphasis is on professional and vocational courses and I do not think our programme will add to the number of unemployed graduates because we are attempting in our registration process to provide education for those who can benefit immediately."

"We are looking at the needs of the country and mounting courses much more cheaply than others can. We are not going to produce the typical arts student, for example. On that side, we are mounting a course in law for which there is a great demand but only one faculty at the moment."

The partnership with industry is a source of particular pride for Dr Corea, an energetic and enthusiastic young vice-chancellor with a PhD

from Sussex University, who was previously Sri Lankan Secretary General of the United Nations Conference on Trade and Development. He quotes the example of the Ceylon Electricity Board, which now enrolls its employees on technological courses and has been able to scrap its internal promotional examinations as a result.

Like its two predecessors, the OU will conduct the bulk of its teaching by correspondence. Although it is hoped to make some use of the new television network by the start of 1982, the vast majority of students obviously will not have access to those programmes at home.

For the moment, students have to travel up to 50 miles for the regular face-to-face instruction which the staff believe invaluable for both educational and social reasons. With a bus journey of that length costing as little as 15p, most students can afford weekend trips but the commitment required is obviously considerable.

Once there, the student will spend a day or more with tutors and undertake library and technical facilities. Staff are mostly university lecturers working on a part-time basis at weekends or in the evenings.

In five years' time the university expects to have between 30,000 and

40,000 students on a full range of programmes from specialist short courses to degrees. It has already decided on a structure to facilitate this kind of broad development, setting up two boards of studies, for Humanities and Social Sciences and the larger Management, Science and Technology.

Each board will then divide into three branches: humanities and social sciences, educational studies and law for the Humanities Board; management studies and commerce, pure science and mathematics, and applied science and technology for the science side.

The only formal entry requirement for a student is that he or she is over 18 but the university wants candidates "short" there will be a quota for each course, places will be distributed fairly among the different districts and importance will be placed upon the relevance of the course to their occupation, if any. New entrants are placed on a three-month trial period to see whether they can cope with the demands of the course.

As in other similar institutions, the university will award a series of credits, each requiring approximately 14 hours of study per week for a total of 30 weeks. Each credit is expected to entail roughly 275 hours of reading, 60 hours of listening and viewing, 60 hours of tutorial or seminars and 45 hours of practical or written work.

The university will be funded mainly through Sri Lanka's University Grants Commission, with additional income from fees and from training activities. It estimates its costs per student at less than one-third of its full-time counterparts.

It would seem that the success of the new institution is assured as long as standards are seen to be adequate and it continues to command the support of the Government. Certainly, student demand is not in question and, with the majority of the 15 million population still living in the rural areas, the OU could make a significant contribution to society outside the towns.

Many students prove reluctant to return to the villages once they have tasted life on the urban campuses, while others never complete their courses because they cannot take the culture shock of moving out of isolated surroundings. These problems would be eased by the OU's home-based students, while the study centres should also bring some intellectual life to presently barren areas.

The question remains as to whether the administrative task of running an institution committed to personal contact as an integral part of distance learning. Such a system will also inevitably add to costs in a country with severe financial problems and a very expensive education system. Other developing nations are watching eagerly, hoping to use the university as a model for their own experiments.

Fee exemptions removed in Government economies

from Lionel Cohen

NIJMEGEN

Government economies in higher education have begun to bite at the most sensitive political level—student fees have been increased and all existing exemptions from fee payments have been removed.

"Study financing," as it is called in Holland—a term incorporating both the financing and expenditure of students—has been under review by the Government for a number of years. In 1972 a five-fold increase in college fees for all students was proposed, but following a widespread student boycott and strong opposition in Parliament this increase was halved and exemption from payment provided for those "older year" students who had completed five years' study (four years for theology students). Since students receiving government study bursaries—part grant

and part interest-free loan—had these fees reimbursed anyway, the expenditure involved, of between £100 and £150 per annum, has therefore not only directly affected a minority of students in their early years of study.

But precisely because Dutch higher education programmes have traditionally taken so long for students to complete—eight to 10 years—being a fairly normal study duration for the equivalent of a first degree, the number of students now affected by the removal of exemptions is substantial, with estimates varying from a third to more than half of all enrolments in some universities.

Harshest hit are those students whose bursary has expired, or who have never been in receipt of a full grant due to their parents' income, or the level of their parents' income, though many of these "older year" students are themselves already in part-time employment and make only minimal use of teaching facilities. But initial student protests and

demonstrations have not yet reached the point where they were faced with a full re-evaluation of education. Minister Dr Arie Pais, who, having secured Parliamentary approval this day before the summer recess, began to bring the law into force at the end of September, retroactively, effect on those students who had paid the old, lower fee, in advance.

In short, most students returned from their summer holidays, only to find themselves confronted with a bill for up to £150 payable within one month. If they refused to pay they risked forfeiting their accumulated rights as students and being struck off the university registers. Similarly, if the university failed to collect the money, they still remained liable to pay to the state and by this means Dr Pais calculated to save some £1m on the 1981 education budget.

Indirect pressure which this removal of fee exemptions could bring to bear on individual university faculties

has to improve the quality and efficiency of their teaching. Prior to 1970, when this so-called college fee was payable by students directly to the faculties, and hence the professorate concerned with the teaching, there existed a clear relationship between the payment of the product, in the sense that the more students a faculty could attract, the more staff that it could employ for teaching and research. To some extent this system still applies in principle, since staffing budgets are subsidised by central Government in relation to first-year student enrolments—the number of students being multiplied by the estimated average number of years of teaching required, which is currently set at 5.25 years per student.

But this multiplier is affected both by the nominal length of first-degree courses—soon to be drastically shortened to a "normal" length of four years—according to current plans—and by the average length of student enrolments.

Annetise Hopson analyses the benefits that have accrued from the Swedish government's reforms

Giving people 'the education they think they need'

In 1975 the Swedish Cabinet presented a Bill setting the guidelines for reforms in higher education. Parliament approved the Cabinet proposal, and in 1977 the new higher education system went into effect. Before this, a nine-year comprehensive, compulsory school system, which integrated theoretical and vocational study, had been in operation. In 1975 Sweden had a Social Democratic Cabinet, in 1977 a non-socialist one.

The reform creates a unified higher education system, which is able to combine institutions previously administered separately. It is now possible for the student to combine courses, for instance, in law with economics or health care with behavioural science, in other words, to link education with other areas of society.

Mr Jan Erik Wikström, Minister for Education and Cultural Affairs, when asked how he looked at the reforms said: "The reform of 1977 provides for a higher degree of decision-making at the local level. In the local bodies, teachers and students will be concerned with the decision-making over a number of important

decisions in the new university system. Another effort has been to broaden the interchange with the rest of society and to break the isolation in which the academic world has sometimes been alleged to be living.

For this reason, other aspects of the community, among them trade unions, have been invited to nominate representatives to serve on some of the new committees set up for university and college education, he continued.

More people would be qualified to gain admission to university and college. Earlier, the main principle governing admission called for completion of theoretical courses in upper secondary as well as primary education. In the past few years there had been a development whereby certain types of work experience might compensate for shortcomings in theory or book-learning.

The motive for this change was to provide an in their youth could not acquire a sufficient education to sign up for courses necessary to permit the further pursuit of a career. The Cabinet believed that this will change the studying environment for the better. The fact that some of the students had practical experience would surely give the studies a more

interesting and less theoretical imprint. "It is important to give all persons, including those who have so far been hindered by economic, geographic or social reasons, the opportunity to acquire the education they think they need. Education gives greater depth to democracy in that people learn to assume responsibility, learn to challenge and to criticize. The educational system is meant to foster diversity in society by bringing the student into contact with different schools of thought on political, religious and other matters," the Minister added.

A large section of Swedish undergraduate education is organized into about 100 general study programmes established by Parliament. These specializations or full-degree programmes vary in length from one to five and a half programme consists of courses varying in length, and is designed to meet vocational training requirements of a national or general nature. Each programme may be classified within one of five vocational training sectors: technical, administrative, economic and social welfare; medical and nursing; teaching; cultural and information.

These are also local study programmes, which may vary in length but differ from the general in that

among other things, a local study programme is ordinarily aimed at local needs and conditions. Funds for local study programmes are also disbursed by a different route.

Finally, a third type of specialization for undergraduates is the individual study programme, intended to fulfill the wishes of students for a particular programme. Both local and individual study programmes are established by the governing board of each institution of higher education.

One novelty in the higher education system is short-cycle technical studies. The aim of these programmes is to provide post-secondary instruction in areas that so far have entirely lacked it. The courses deal primarily with industry and to be admitted a student must have worked a number of years in the appropriate industry. Formal school qualifications are considered less relevant.

What does the minister consider the greatest advantage of the Government-sponsored programme? "The establishment of a closer relationship between higher education and society at large was one of the objectives of our last reform in 1977," he says. "Institutional mechanisms were created to promote close cooperation between the universities and colleges, on the one hand, and the community on the other.

"Examples are the presence of representatives of various interest groups on different policy boards of higher education—from the national level all the way down to local university department faculties. Parallel to this new administrative structure and also as a consequence of it, the universities and colleges were given new rights in the decision-making process. Important decisions about, for example, the content of courses and the allocation of resources have been delegated to local bodies."

But education is not only for the young. It is estimated that one-third of Sweden's adult population pursues studies in one form or another. This is a very high proportion by world standards, and may partly be explained by the great variety of institutions for adult studies that have emerged in the past 100 years. Those such as folk high schools and study circles, which have their roots in and are still firmly established in the popular movements, are the oldest examples. The broadcasting media provide correspondence courses and the labour market organizations, ever since a modern labour market policy took shape, have provided training which is especially intended for the unemployed and people in danger of losing their jobs.

The Open University's adviser for disabled students has formed a theatre company unique in Britain. Alan Franks reports on this and the OU's new course on 'Risk'

Six characters in search of an audience

If you are appalled by the thought of a 32-inch long actor, with his feet where his knees should be, playing the part of an American gangland boss, you wouldn't be after seeing a play called *Sideshow*.

It is the work of Britain's first disabled theatre company, and in the time-honoured tradition of committed drama it seeks to educate while it divers. Actually the word "committed" is a bit close to the bone since the cast of six have spent much of their time in institutions for the crippled. Now it is their turn to tip normality on its head and to play us, the spectators, for our lack of practice in coping with the malfunctioning machine that we will make of us. They even throw sweets at us from the stage and let out a pantomime "aah" of compassion.

We laugh of course, but it is unlikely that our sympathies are turned inward. They should be, if the Graeco Company's (pronounced Grey Eye) vision of us as insecure patrons of the disabled are to be taken seriously.

The man most responsible for the play is Richard Tomlinson, since 1977 the Open University's adviser for disabled students. At present these number no fewer than 1,600. If you include those who have taken OU courses in the past the figure is nearer 2,500.

In Greek mythology the Graeco are the three sisters who share an eye and a tooth between them. Perseus steals the eye from them when they refuse to tell him how to slay Medusa. The message is clear: if your means of self-help are limited, hang on to them.

The most certain way to anger Mr Tomlinson and his cast is to tell them the play was "good... considering." "Considering what?" he would answer. "Either it was good or it was not good. That is the best measure of the company's aspiration, that it is bidding to be taken seriously in its own right. Special pleadings and let-but-elseases are not for them.

Whatever these actors' chances may be of getting straight roles eventually, they are on stage round with *Sideshow*. There is no disbelief to be suspended since they are telling their own story. They are crippled in a home under the restrictive gaze of their warden, Uncle Sydney.

They fantasise about escape, and jobs, and life in the real world.

They break out. They chance their arms, if they have them, in the job market.

Disabled: "£1 an hour? That's not very much."

Employer: "Take it or leave it. Disabled: "I feel I ought to tell you I am disabled."

Employer: "Fifty-pence."

Clearly, if an able-bodied troupe asked us to laugh at a "Miss Crippled Universe" sketch featuring a woman with advanced muscular dystrophy, there might be an embarrassed silence. It certainly would not go down well in provincial rep. As for the "Kick a Cripple" sequence, that might provoke the kind of storm that was caused by the singing of the baby in *Adventures in Bond's Secret*.

The strength of the Graeco is that they defuse such reactions by showing that "normal" people do not have a monopoly on humour where cripples are concerned. There are routines ("Now I Gotta Hunch", and "Blind, Crippled and Black", which the "sicker" mind could not better. No one condition, they suggest, is so object that it is beyond mirth.

Richard Tomlinson has always been in special education. For six years he taught at Hereward College, Coventry, which has 100 disabled school leavers. It was there that he became aware of drama's therapeutic value for his charges. Among other productions, he staged *Everman* and *Plinter's The Dumb Waiter*. He recalls that even though the disabilities may have impinged on the roles, it did not follow that the plays were impaired intellectually or dramatically. Changed, possibly.

This is at the core of his thinking. "If you continually treat someone as disabled," he says, "the chances are that they will act like it in every sense of the word. The Open University figure is mistrusted not just because he is in authority, but because he prescribes the movements of the people under him."

Earlier this year the company spent a month in Illinois and also went to the World Rehabilitation Conference in Winnipeg. In the States with its little cast there was always the danger that Richard Tomlinson would turn into Uncle Sydney, however, reluctantly. That 32-inch actor, Nabil Shaban, is a victim of osteogenesis imperfecta. Apart from giving him a wizened chest, and legs that protrude



Nabil Shaban: a degree in psychology.

like twigs from his pelvis, the condition makes him prone to fractures. As he says in the play, "I break things. You know, like arms and legs." Then there is Will Kennan, a double amputee and epileptic as a result of a road accident; Jag Plah (cerebral palsy); Marion Saunders (muscular dystrophy); and Elaine Roberts (blind).

The sum of their working faculties may be more than an eye and a tooth, but hardly enough to allow a touring lifestyle of hopping between Greyhound buses. They did have an eighth member with them, Brenda Miller, the stage manager—she is deaf.

"In the evenings after the show they would often look at me as if to say, 'Well, when shall we see you tonight?'" Mr Tomlinson remembers. "So I used to try and make a point of throwing an equal burden for these decisions back onto them. After all, they are just as capable of doing that sort of thing as I am."

In the strictest sense of the word they found life in America more free-wheeling than here or in

Canada, with less red tape to cramp their style still further. Naturally there were some raised eyebrows at this gaggle of freaks from across the Atlantic; but then if parading your imperfections is part and parcel of the dramatic effect, you can take that in your stride.

The American Press enjoyed it. *The Prairie Star* of Illinois found the whole thing particularly relevant because of Section 504 of the Rehabilitation Act. This states that no "otherwise qualified" handicapped person shall be excluded from any activity receiving federal financial assistance. According to the paper, this clause has created a stir since most artistic ventures receive some kind of federal support. So now there are museums where the blind can touch the exhibits, and theatres with a sign language interpreter on stage for the deaf.

Next year is designated by the United Nations as the International Year of the Disabled Person, and by then Mr Tomlinson hopes to have enough financial backing to make his group a full-time and professional company, touring and holding residential workshops that will involve teachers and college lecturers. A long-term ambition is to resurrect the idea of the disabled performing in plays not designed to focus specifically on their condition.

In Nabil Shaban he has an undoubted star, a natural extrovert with a real stage presence. For the troupe as a whole, a searching appraisal with no holds barred would find them light on technique, a fact which Mr Tomlinson accepts: "What we need now is someone in the professional theatre to come in and say, quite coldly and brutally: 'That bit's wrong. This bit lacks pace', or whatever. We are not interested in soft-soaping."

For the time being the play itself is likely to deflect that kind of critical attention, because of its documentary nature. When Will Kennan says to the others, "I don't remember the car hitting me," he told me when I woke up that had been in the car for three months," it is no more than the truth.

The technique is reminiscent of that used in the BBC's superb film about Joey Deakin, the paraplegic sentenced to life in institutions for the mentally handicapped. Late in life he managed to persuade his captors that he had a perfectly

round intelligence that had been belied by his physical impediments. Through an "interpreter," a fellow inmate called Ernie, who made sense of the grunts, he was able to tell his story. In that film it was Joey himself, so that the boundaries between life and art were blurred out of the reckoning.

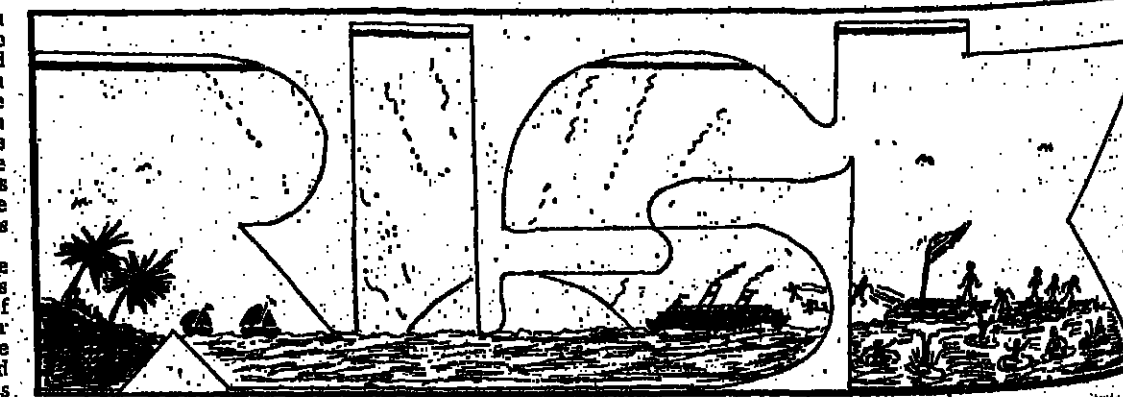
So it is with *Sideshow*. Will Kennan, which? And does it matter anyway? Theatrically or realistically, whichever mode you choose, it is a powerful plea for the disabled not to be coddled and patronised like some minor-league child which is disgusting to and repulsive by the rest of society. By the end of the play it is clear that the show is not just something you are watching for 90 minutes, but rather a permanent feature of the programme, low in budget, but in audience reaction.

The group's success in spite of these things by being different, but on a stage not in a hall, is immense. Particularly noticeable are Will Kennan's pleading number of the days after his car accident, and the scene in which the disabled hunter is presented as a delusion in the dock. ("You will be taken to a sheltered workshop and detained at the State's pleasure.")

There are weary references to noble resolutions by the UN and worthy aspirations of the Manpower Skills Commission. But in the end, in the play and in the six film mirrors, what endures is the impression that the disabled could be a whole lot better if their real differences were not actively forced in 1,000 ways. On a "Graeco's" stated aim is to dispel prejudice and promote integration.

It has already done wonders in the actors. It is we who seem to be the sticking point. Nabil Shaban is probably now more independent and certainly more fulfilled than many "whole" persons. Also, as a result of his parents, he spent his entire youth in institutions and landed up at Hereward College. He is now 27 has a 2 (1) in psychology from Surrey University, and a 1 in art from the same university.

A more pressing question concerns who will fund the Graeco Disabled Year. There is the possibility of money from at least two bodies, two public and two private. Money, rather than Uncle Sydney's version of support, remains the most truly enabling contribution. That is patronage and patronage.



Here the risk centres round two middle-aged men. They were at school together but have not seen each other for 10 years. Plater gives us two rather shadowy archetypes. One, James (played by Nicholas Selby) is a dissolute writer in the country; the other, Robert (Richard Pasco) is a public figure, a peer possibly, who has agreed to deliver an after-dinner speech to a nameless assembly chaired by James.

It transpires that Robert's motives for accepting the invitation are less than pure. He recalls an incident 40 years ago in the school library when the two were captives of rival debating teams. Shaking hands after the debate James, already with girls saturating his thoughts, had inadvertently kissed Robert on the lips. The forgotten humiliation, which tonight the famous man will avenge by leaving the fiction before speaking into the apparently straight

ward former Plater manages to build many layers of apprehension. He wrote it, he explains afterwards, as a result of something that had happened to him once. He had agreed to open an exhibition but at the last minute had to cry off. Their was an awkward exchange of letters. Over this he has grafted the old school element, and explains: "The idea of people who you've known a long time has always fascinated me. People that you thought you would never see again, and then you find out they are."

One thing that results from the discussion between Plater, the two actors, and John Miller, the executive producer at the faculty of educational studies) is the reassuring sense that even professionals like these can have a very imperfect understanding of what they have created. There is a reluctance by all four, particularly Plater, to impose an interpretive scheme on the play.

Whatever was intended for it when it was commissioned, it has worked out as a sort of dramatic document on the risks of personal relationships. Evidently the whole business can be as fraught with danger as mountaineering or nuclear war.

The compilers of the course concede that it is a risk in its own right, breaking as it does, such as it is, the ground for the OU. "Are we entitled to put forward a course in which a hypothesis is that all courses are actually upon so many times that we are least of all their producers, and then as such any more."

"The other of another course is ever the state of that risk, because it is appropriate that risk, because it is a risk, should be a forward, specifically as a thesis."

Whether it is a course worth telling, only time and the students can tell.

In the first part of a series on 'hidden research', Robin McKie visits London's Natural History Museum

Life in the old bones yet



Work that takes ages: some of the museum's many faces of research.

For most visitors to the Victorian splendours of London's Natural History Museum, reptile with its carved terracotta animals and plants, pillars, balconies and stairs, the building represents a journey through the wonders of life's evolution on earth.

A history spanning many hundred million years is covered by a vast array of exhibits that range from the famous giant fossilized dinosaurs and glittering displays of rocks and minerals, to galleries of preserved wild animals and a variety of exhibitions illustrating hosts of plants, insects and marine life.

Yet these attractions hide another side to the work of one of the world's most renowned museums—for behind its closed doors more than 300 scientists are employed carrying out research programmes in many different areas, particularly zoology, entomology, paleontology, mineralogy and botany.

The importance attributed to research can be appreciated by the museum's £7m, annual budget—a portion that has even risen from its 50 per cent share 10 years ago. Even the cavernous public galleries, built in 1881, the museum has used its own space for research. At its opening in 1881, the museum had 10,000 square feet of floor space for research. Today, with the addition of 45,000 square feet, the museum has more than 55,000 square feet of floor space for research.

As Mr Roy Saunders, secretary of the museum, pointed out: "Most people in the scientific world like to carry out their research in the laboratory. But the museum is a place where you can see the results of your research in the flesh."

Many of these collections are also of particular historic importance, for specimens from most famous British expeditions are stored at the museum. These include the famous Captain Cook's explorations in the Pacific, Darwin's voyage in the HMS Beagle, and Captain Scott's ill-fated expedition to the South Pole.

These specimens represent important links in the museum's history, and as such are a valuable part of the nation's scientific heritage. The museum is also a centre for the study of the history of science, and has a large collection of books and documents relating to the history of science.

For workers in medicine, veterinary science, agriculture, forestry, fisheries and the mining and oil industries, the museum is a valuable source of information. A good example is illustrated through the museum's research into the spread of malaria, a disease which is a serious problem in many parts of the world. The museum has a large collection of malaria parasites, and is working on a project to develop a vaccine against the disease.

Such work, although painstaking and lengthy, is in a sense a routine activity for taxonomic researchers throughout the world. To date, more than a million species of animals and more than 400,000 of plants have been named by them, and new ones are being found at the incredible rate of about 25,000 a year.

As part of its role in this work the Natural History Museum has now assembled almost 40 million items in its collections, including 7 million fossils in the palaeontology department, and a library of about half a million volumes.

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As Mr Saunders put it: "We are not yet at the point where our 'hidden research' is getting very near it, but we are getting very near it."

tained much natural historic material, including minerals, dried plants, shells, insects and fishes, as well as coins, manuscripts and other treasures.

By 1860, subsequent additions forced a decision to build a separate museum for the natural history department and in 1881, the present Natural History Museum in South Kensington was opened to the public. This continued to be administered by the Trustees of the British Museum until the passing of the British Museum Act, 1963, when it became completely independent with its own governing body of trustees.

The building designed by architect Alfred Waterhouse has been compared to a giant medieval cathedral—an attempt to provide a fitting home "for the wonders of Creation" as they were then believed to be.

In those days, many scientists still adhered to the Creationist view of the beginnings of life and in fact, the first director, Sir Robert Owen was a major opponent of Darwin. Now the galleries are filled with an end of cases and exhibitions displaying the effects of evolution, and this year a special show, "Man's Fossil Relatives" will be opened with a new exhibition, "Origin of the Species" to form the core of the museum's centenary celebrations next year.

These displays are the results of a deliberate policy move by the museum trustees towards presenting the public with a view of "looking at" exhibitions about ecology, evolution, life processes and behaviour to replace the galleries of traditional, Victorian display cabinets—such as those in the mineralogy section—with their big glass tops and drawers filled with endless additional specimens for "the interested student".

Yet these represent almost a century of intensive curative work—a process now continued by the present museum scientists of whom two thirds are employed directly in curatorial work.

Good curation is basically a matter of "proper collection, management with careful identification, treatment, preservation, and cataloguing of specimens", said Dr J.G. Sheals, keeper of zoology, at the museum.

He is responsible for one of the most comprehensive zoological collections of its kind in the world—more than 200,000 mammals, 20 million birds, 200,000 molluscs. Each year about 50,000 items are added to the collection.

Many of these come from distant, inaccessible parts of the globe, which may have suffered subsequent habitat destruction, and therefore represent an invaluable source that will serve as a baseline for taxonomic investigations of future, additional specimens.

Much of the work is based mainly on detailed comparative studies of form and anatomy of items; although immunological and biochemical techniques are also used. "Experience is a very important attribute in this area", Dr Sheals added.

This is reflected in the many demands made for the services of the museum's resources and staff. Apart from curation and research, a great deal of effort is put into identifying specimens sent by both amateur and professional collectors. Other functions include the efforts of scientists in the palaeontology department to replicate, by casting and moulding, rare fossils that are submitted.

Yet the reputation of the museum has fallen in at least one sense—by like all other centres of fundamental research in Britain, Government spending cuts are causing serious work erosion there. By failing to restore funding offered by the Treasury last year, the Government has forced cuts in scientific expenditure, and many other areas.

It has not yet reached the stage of causing despondency or gloom, but as Mr McKie says, the "hidden research" is getting very near it, but we are getting very near it.

As Mr Saunders put it: "We are not yet at the point where our 'hidden research' is getting very near it, but we are getting very near it."

As Mr Saunders put it: "We are not yet at the point where our 'hidden research' is getting very near it, but we are getting very near it."

Patricia Santinelli reports on the work of an organisation trying to put students in their place

Extending skilled hands across the sea

In March, every year, a computer matching system—which ironically for the season has little to do with dating "the right person of your life"—goes into operation to bring student X together with company Y in any one of 58 countries.

The scheme is part of AIESEC's international traineeship exchange designed to give students in a variety of disciplines ranging from business, commerce and management studies to computing, marketing and engineering studies, management experience in a foreign culture. So far since the organization was created in 1949 it has successfully matched 90,000 students from all over the world.

AIESEC (pronounced "eye sec") is a non political international student organization whose title is an acronym for the *Association Internationale des Etudiants en Sciences Economiques et Commerciales*. It is known in this country as the International Association for Students of Economics and Management. Its primary aim is to bridge the gap of understanding between the business, academic and student communities through national and international meetings at which students come in contact with managers, and via the traineeship scheme.

Next month the latter is to be a major aspect of AIESEC Great Britain's first ever campaign to draw the public's attention to the organization and encourage the number of traineeships being offered in this country and abroad. The one week event will coincide with a European AIESEC in which 22 countries are taking part.

In Great Britain this will mean that everyone of the 17 branches of AIESEC based in 24 universities—the association is currently trying to expand its branches to Bradford, Leicester and Swansea Universities—will stage a variety of seminars of topical interest.

For example Cardiff and Newcastle Universities are to hold seminars where the problems and future of industry in South Wales and the North East are discussed. Sheffield University is to hold a meeting on modern business communications whilst Loughborough plans a futuristic display of lasers. Scotland, not unexpectedly, is to discuss energy, and has asked the Secretary of State to speak on North Sea oil.

One of the major reasons behind the campaign is the current economic situation. The previous recession in the early 1970s brought down the number of students going out on exchange from 300 to 20 and led to the death of AIESEC in this country.

Current figures are somewhat better. This year saw some 80 British students going out on exchange, but only 63 places were found for returning students here, normally this is equally matched, mainly because companies feeling the squeeze are limiting their intake.

Not surprisingly AIESEC is concerned that numbers should not dwindle any further, especially as it receives over 50 applications for 10 places available. Altogether it estimates that around 800,000 students from their branches would go on traineeships if they could, and this would be more than trebled if all universities and polytechnics were included.

Ms Jennifer Moodie, National President for 1980-81 from Birmingham points out that the traineeship scheme is a vital part of the organization's work because students are usually "high fivers" who get on extremely well and help to dispel some companies' retrograde attitude that university students have no business ability.

Through the scheme we have been able to impress on companies the important role that AIESEC can play, as well as change their old fashioned attitudes towards university students. So it is very much a two way process," Jennifer Moodie says.

She admits sadly that the traineeship system is limited to partly or qualified students, and therefore not open to first-year undergraduates, mainly because companies demand proof of a certain level of achievement and experience prior to consideration for traineeship. Therefore on the whole the scheme acts as a type of reward for third year students.

Ms Moodie points out that March is the "matching month" for very simple reasons. It takes from the autumn until February for AIESEC's 250 committee members to compile a sufficient number of traineeships. Moreover, March is the only time when none of the 58 countries involved apart from Singapore is holding examinations.

Once the complicated matching process of a student experience to a company requirement is completed, there are three types of traineeships lasting between six weeks to 18 months which are available. One is primarily a general training system where students are given a company experience of working from departments to departments within companies, learning how they operate. The second enable students to act as holiday relief, this happens with accounting traineeships where students go out to replace a holidaymaker, and often participate in graduate training courses.

The third consists of special projects whereby students work on specific areas in which the company is involved. For example, Mr David Lester, a student of computing and accounting from South Africa was offered a six month traineeship by International Harvester GB to work on part of a major project dealing with computerized market forecasting for their tractor sales, which is designed for application in the company's subsidiaries in Europe.

On the whole Ms Moodie says both companies and students are quite satisfied with the system, although students are sometimes disappointed when their expectations of high level jobs do not materialize.

Another problem has arisen due to language difficulties of some incoming students whose English is often insufficient for them to fulfil their contract with the companies. No to AIESEC's objection to its rules with the threat that if students inform the association about their language abilities, they will be forced to attend an English language course at their own expense.

It is particularly concerning because language facilities have been required in a growing reluctance by companies to take on students from any other area than West Europe so as to ensure that their investment is protected. Consequently last year only one student from a developing country was accepted on a traineeship here and this year none at all.

This is causing considerable worry to AIESEC which is intent on expanding its membership in the developing countries. Africa is currently one of their priority areas and they have organised leadership training schemes in Ghana and Kenya where new members are being inducted into AIESEC's work.

In South America they are trying to set up a branch in Brazil and AIESEC members from Europe and America are planning a study tour visit to examine possible levels of cooperation and a student exchange programme.

One further way of promoting the participation of developing countries may come from the association's suggestion to companies that they should sponsor a delegation from this part of the world to attend a major international seminar to be hosted by AIESEC GB in 1982.

This event is designed to bring leading industrialists from all over the world to discuss the next international theme of the association as well as review its three-year plan and formulate policy. Currently AIESEC GB is trying to raise around £40,000 for the event on top of their annual £80,000 budget.

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Research Posts continued

UMIST
The Department of Chemistry is seeking applications for a Research Assistant to work with Professor J. H. D. Ewart on the use of ultrasonic spectroscopy in the study of chemical kinetics. The post is for a period of one year in the first instance.
Salary will be between £4,795 and £5,005 per annum.
Applications, quoting reference CH/10/80, should be sent to Professor J. H. D. Ewart, Department of Chemistry, UMIST, P.O. Box 160, Manchester M60 1QD, as soon as possible.

WOLVERHAMPTON THE POLYTECHNIC
RESEARCH ASSISTANT
COMPUTER STUDIES
£4,795-£5,005
An investigation into the implementation of a data-based machine using a microprocessor computer system.
Applicants are invited to work on the above project as soon as possible. The successful applicant will normally be expected to have a higher degree or the equivalent. For further details contact: Mr. J. H. D. Ewart, Polytechnic, Wolverhampton WV1 1SB.

Overseas



University of Utrecht

Applications are invited for the post of —

full professor in english linguistics (m/f)

Applications should be well-acquainted with theories relevant to first and second language acquisition, and should have particular knowledge of the acquisition of English by Dutch-speakers.

Requirements:—

- proven teaching ability and experience, preferably at university level.
- high level research and publications in the above-mentioned areas; ability to co-ordinate and stimulate research, and to direct PhD work.
- readiness and capacity for administrative duties.
- excellent control of English.
- preferably Dutch nationality. Non-Dutch-speaking candidates will be expected to have a reasonable mastery of Dutch within two years.

Salary will be between 6,098 fl and 8,712 fl per month, depending on age and experience.

Applications, accompanied by curriculum vitae and list of publications, and two references should be sent within four weeks of the publication of this advertisement to: Prof. Dr. David Lightfoot, Oudehoofd 6, 3513 FR Utrecht, Netherlands.

Western Australian
Institute of Technology
School of Education

SENIOR TUTOR/LECTURER — EDUCATIONAL TECHNOLOGY/COMPUTER ASSISTED LEARNING

Teach at degree and postgraduate level in the area of educational technology with a specialisation of computer assisted learning.

Salary range: Senior Tutor \$15,200 - \$17,516; Lecturer \$17,738 - \$20,304.

Qualifications: Lecturer — Postgraduate qualifications with experience, including teaching experience. Senior Tutor — A relevant degree with some industrial or teaching experience desirable. Candidates with lesser qualifications will be considered at other, than the advertised levels. Conditions include: leave for applicants and family plus some assistance with removal expenses.

Tenure: Limited-Term Contract appointments up to maximum of three years are possible.

Applications: Details, including names and addresses of three referees, should be submitted by applicants not later than 31st October 1980 to the Migration Office, Western Australia House, 115 Strand, London WC2R 0LZ. When replying a brochure containing further information may be obtained.

When applying please quote reference number 316A/HEG.

ECONOMICS AT THE UNIVERSITY OF CALIFORNIA, IRVINE

An expansion of the Economics Programme at the University of California, Irvine, has created vacancies at all three professional levels. The main focus of the programme for both research and graduate teaching will be in the areas of public economics, political economy and public policy. Applications are invited from candidates with first-class honours in these and/or other major fields of economics. Candidates must possess a doctoral degree or equivalent; minorities and women are encouraged to apply. Only applicants with outstanding research and/or references will be considered. Interested persons should write for further information or send curriculum vitae and the names of three referees (three in the case of Assistant Professor positions) directly to:

PROFESSOR JACK JOHNSON

School of Social Sciences

University of California,

Irvine, California, USA 92717.

Equal Opportunity Employer, M/F



Western Australian Institute of Technology
School of The Arts and Design

PRINCIPAL LECTURESHIPS
(with Tenure)

New senior positions are being created in the Department of English and Department of Art and Design respectively. In each case the successful applicant will be responsible to the existing Head of Department and will be expected to share in the managerial responsibilities of the Department. Appointees will be expected to combine strong academic leadership with substantial administrative skills and to achieve a balanced integration of theoretical knowledge with practical expression, a commitment to the educational objectives and community purposes of their Department and the Institute.

ENGLISH (Ref. 336)

The Department offers degree and postgraduate courses, and applicants should possess a higher degree and considerable tertiary teaching experience at both levels, as well as a proven professional and/or publication background.

The successful candidate should be able to teach in two or more of the Department's seven major areas of study, preferably one from the group comprising Creative Writing, Film and Television, Journalism or Theatre Arts, and one from the group comprising Australian Studies, Literature or Writing.

The courses are closely associated with the operation of two theatres, a community newspaper, film and television studios, and a radio broadcasting station on the campus.

Further integration of these practical components with the academic content of the courses will be a major responsibility.

FINE ARTS (Ref. 337)

Through the Department of Art and Design, WAIT is the only tertiary institution in Western Australia offering degree courses in Fine Arts. These cover a wide range of practical activities in many fields of Visual Arts and Design. Postgraduate studies are being developed. The three-year Fine Arts course includes a foundation year followed by specialisation in Painting, Sculpture or Printmaking.

The successful candidate will have general responsibility for the academic and studio-based components of these Fine Arts Courses and for initiating and developing new interdisciplinary relationships.

Applicants should preferably possess a higher degree in the Fine Arts, and have wide teaching experience at tertiary level combined with high professional standing in the visual arts.

Salary: \$20,304 per annum.

United Term Appointment: It is intended that the above positions should be filled through permanent tenure appointments. However, the Institute is interested in receiving applications from persons presenting a limited term appointment. Conditions include: leave for family and assistance with removal expenses and temporary accommodation. Return fares are provided for persons appointed for a limited term.

Applications: Details, including names and addresses of three referees, should be submitted in duplicate not later than 31st October 1980 to the Migration Office, Western Australia House, 115 Strand, London WC2R 0LZ, from whom a brochure containing further information may be obtained. When replying please quote reference number and media code HEG.

NATIONAL UNIVERSITY OF SINGAPORE

DEPARTMENT OF COMPUTER SCIENCE

Applications are invited for teaching appointments in the Department of Computer Science from candidates who must possess a Ph.D. degree in Computer Science or equivalent. Preference will be given to candidates who are able to teach in one or more of the following areas:

- Microprocessors and Applications
- Computer Networks
- Computer Architecture
- Artificial Intelligence
- Design and Analysis of Algorithms
- Data Base Management Systems
- Software Engineering and Formal Languages

Gross annual emoluments range as follows:

Lecturer	\$22,570-\$24,410
Senior Lecturer	\$24,825-\$26,725
Associate Professor	\$27,030-\$28,930
Professor	\$29,235-\$31,135

The point of entry depends on the candidate's qualifications, experience and the level of appointment offered. For staff appointed on normal contract employment on the permanent establishment will be considered after two years' contract. Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member contributes at the present rate of 18 per cent of his salary subject to a maximum of \$8,240 per month, and the University contributes 20 per cent of his monthly salary. (The sum standing to the staff member's credit in the Fund which he receives, may be withdrawn when he leaves Singapore, Malaysia permanently). Other benefits include: a selling-in allowance of \$1,000-\$2,000 depending on circumstances; subsidised housing at rental rates ranging from \$200-\$350 per month; passage assistance and baggage allowance for transportation of personal effects to Singapore. Candidates should write to:

The Registrar,

National University of Singapore,

Kent Ridge, Singapore 1191.

giving their curriculum vitae and also the names and addresses of three referees.

For Registrar.

Closing date: 29th November 1980.

THE UNIVERSITY OF NEW ENGLAND

Australia

LECTURESHIP IN GEOGRAPHY

(Urban and Regional Planning)

(Permanent Tenure)

Applicants should have appropriate academic and planning qualifications and be eligible for corporate membership of the Royal Australian Planning Institute. Ideally, they should also have experience in teaching at tertiary level and demonstrated research competence.

Experience in Environmental Design and Australian Planning Law would be an advantage, but other qualifications will be considered. The successful applicant will be expected to teach courses in the Degree of Bachelor of Urban and Regional Planning and the Graduate Diploma in Urban and Regional Planning. This will entail the development of practical programmes in forward planning, environmental design, project evaluation and implementation in close liaison with local and state planning agencies.

The appointment is from 1st July, 1981.

Salary: A\$17,738-A\$23,303.

Closing date: 1st December, 1980.

Position No. 588.

Informal enquiries may be made to Professor Oller, telephone (087) 72 2011, extension 2075.

Applications, including names and addresses of three referees and the letter number, should be sent to the Staff Officer, The University of New England, Armidale, New South Wales 2351, Australia, prior to the closing date. Applicants should enclose their references in sealed envelopes, as soon as possible.

ARMIDALE N.S.W. 2351, AUSTRALIA.

Australia
Capricornia Institute
of Advanced Education
Rockhampton QueenslandHead of Department
of Applied Physics

The Department of Applied Physics was established in 1988 and currently offers a Bachelor of Applied Science Degree in Physics and an associate diploma in Applied Physics. Both of these courses are offered by internal and external study and, in the latter mode, attract a substantial number of mature students working in industry, education and government throughout Queensland and interstate.

The City of Rockhampton is at the geographic centre of a large number of major new industrial and resource developments such as: electric power generation, oil shale processing, coal mining, alumina refining and aluminium smelting and these developments are expected to lead to increases in the current involvement of staff and students of the Department of Allied Physics with industry.

The Institute seeks to appoint a Head of Department who can make a major contribution to the involvement of the Institute of such industries. Applicants should have an appropriate higher degree, extensive experience in applied research and/or industry and have demonstrated administrative ability.

Salary: 31,369 Australian dollars per annum. Further information may be obtained from the Agent General for Queensland, 892/393 Strand, London WC2R 0LZ, with whom applications close on 3rd November 1980.

Overseas continued



Applications are invited for the following posts:

DEPARTMENT OF PRODUCTION & INDUSTRIAL ENGINEERING

Lecturer

To teach one or more of the following subjects (preference will be given to candidates with a strong background in Work Study):

WORK STUDY • METROLOGY

MANUFACTURING TECHNOLOGY

PRODUCTION MANAGEMENT

ANALYSIS OF MANUFACTURING SYSTEMS

Candidates should have a degree or a professional qualification in the appropriate field of study and a minimum of 3 years relevant industrial/teaching experience.

DEPARTMENT OF DESIGN

Lecturer/Senior Lecturer in Textile Design
(Knitwear)

To teach Higher Diploma students of both Textile and Fashion courses, and to develop the Knitted Textiles and Knitwear Component of the Textile Design course.

Candidates should have a degree or equivalent qualification in Textile Design and a minimum of 3 years industrial experience in Knitted Textile and Knitwear. A good grounding in all aspects of textile design including printed textiles, and a good knowledge of the latest knitting machinery are essential.

For appointment at Senior Lecturer level, a minimum of 8 years professional experience in the relevant field is required.

SCHOOL OF SOCIAL WORK

Principal Lecturer in Social Work

To teach in one of the core areas of social work and to plan and coordinate a new degree programme in social work soon to be offered.

Candidates must have an appropriate professional qualification and preferably an advanced, post-graduate qualification. Substantial teaching and field experience will also be necessary. It will be necessary to have administrative ability. Experience in training institutions, which offer programmes validated by ONAA and CCETSW will also be an important asset.

Salary Scales (currently under review and increase in the region of 17 per cent are expected):
Principal Lecturer: HK\$110,400 to HK\$154,400 p.a. by 5 increments.

Senior Lecturer: HK\$91,000 to HK\$120,000 p.a. by 6 increments.
Lecturer: HK\$81,000 to HK\$98,000 p.a. by 11 increments.

Note: \$1 equals HK\$1.00 on 8th October 1980.
(The exchange rate is subject to fluctuation.)

Conditions of Service

Appointment will be on two-year, gratuity-bearing contract terms. Initially, thereafter suitable appointments may be offered further contracts by superannuation forms of service at the discretion of the Polytechnic. Benefits include long leave; free passages for candidates on overseas terms; subsidised accommodation; medical and dental treatment; children's education allowance; and a terminal gratuity equal to 25 per cent of basic salary received over entire contract period.

Application forms and further information are obtainable from the Hong Kong Government Office, 6 Grafton Street, London W1K 5LB. Completed application forms should be returned to the same office as soon as possible.

CANADA

THE DEPARTMENT OF
QUANTITY SURVEYING
AT KINGSTON
Kingston, Ontario, Canada

Is seeking contributions to the development of a new postgraduate programme in Quantity Surveying. The successful candidate will be expected to teach courses in the Degree of Bachelor of Urban and Regional Planning and the Graduate Diploma in Urban and Regional Planning. This will entail the development of practical programmes in forward planning, environmental design, project evaluation and implementation in close liaison with local and state planning agencies.

The appointment is from 1st July, 1981.

Salary: A\$17,738-A\$23,303.

Closing date: 1st December, 1980.

Position No. 588.

Informal enquiries may be made to Professor Oller, telephone (087) 72 2011, extension 2075.

Applications, including names and addresses of three referees and the letter number, should be sent to the Staff Officer, The University of New England, Armidale, New South Wales 2351, Australia, prior to the closing date. Applicants should enclose their references in sealed envelopes, as soon as possible.

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Colleges and
Institutes of
Technology

LOTHIAN REGIONAL COUNCIL

NAPTH COLLEGE OF COMMERCIAL & TECHNOLOGY

LECTURER A.D. ROBINSON STUDIES

Salary: £11,000 to £13,212

Required in the Department of Business Studies

Candidates should possess a degree in Business Studies, Commerce or a combination of these subjects, and have had industrial, research or teaching experience.

Application forms and further information from The Secretary, Napth College of Commercial & Technology, 100, Leith Road, Edinburgh EH6 6JF.

Closing date for applications: 1st January 1981.

Application forms and further information from The Secretary, Napth College of Commercial & Technology, 100, Leith Road, Edinburgh EH6 6JF.

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REGIONAL TECHNICAL COLLEGE ATHLONE

Applications are invited for the following permanent whole-time pensionable posts:

LECTURER 1:

MATHEMATICS
COMPUTER SCIENCE

Preference may be given to applicants who have relevant post-graduate experience in computer applications and applied mathematics.

CRAFT ASSISTANT:

CATERING
LABORATORY TECHNICIAN:
BIOLOGY

Qualifications: Craft Assistant: N.C.E.A. Certificate or an equivalent qualification.

Preference may be given to applicants who have experience in controlling food materials and perishable goods. A good knowledge of stockkeeping procedures including requisitioning, ordering and issuing of materials is also desirable.

Laboratory Technician: N.C.E.A. Certificate qualification or equivalent.

SALARY SCALES:

Lecturer 1: £7,894-£10,363

Craft Assistant: £31.85-£112.72 (per week)

Technician: £31.85-£123.00 (per week)

Application forms and particulars of the posts are available from the Principal, Regional Technical College, Dublin Road, Athlone, with whom completed application forms should be lodged not later than 5.00 p.m. on Friday, 31st October, 1980.

S. O'Lochlainn, C.E.O.

Office of Committee,
Bridge House,
Belvedere Road, Mullingar.

Awards

THE BRITISH COUNCIL

TRAVEL AWARDS FOR ACADEMIC STAFF

The British Council has funds under its ACADEMIC LINKS AND INTERCHANGE SCHEME to support visits by academic and professional staff between institutions of higher education in Britain and equivalent institutions overseas. Awards are available for visits to and from all countries (with the exception of China and those in Eastern Europe for which other arrangements apply).

The purpose of the scheme is to promote direct contact between departments and institutions with mutual scientific or academic interests and to encourage the development of longer term cooperation. Priority is given to visits which form part of, or might lead to, a programme of collaboration in research, publication, teaching or student exchange at degree level and above.

Awards are utilized and based on the cheapest available scheduled air fare between major centres. Money for subsistence or internal travel is not provided. Further information about the scheme and application forms may be obtained from any office of the British Council or from:

Schemes Unit

Education, Medicine and Science Division

The British Council

10 Spring Gardens

London SW1A 2BN

Telephone: (01) 930 8466 Ext. 2660



The Leverhulme Trust

RESEARCH AWARDS
ADVISORY COMMITTEE

INDIVIDUAL AWARDS FOR 1981.

STUDY ABROAD STUDENTSHIPS

Studentships for 1 or 2 years advanced study or research at a centre of learning in any part of the world except the U.K. or U.S.A.

The awards comprise an allowance of £3,000 a calendar year for maintenance plus return air passage, baggage allowance and internal travel expenses. Additional allowances at the discretion of the Committee for an accompanying spouse (up to £500 a year), for countries with unusually high cost of living, and a contribution towards fees if abnormally high.

Applicants must be first degree graduates of a U.K. university, holders of C.N.A.A. degrees, or equivalent education in the U.K., have been at school in the U.K. or the Commonwealth, be normally resident in the U.K. and under 30 on 1st October 1980.

Candidates must be available for interview in London.

Closing date for applications (Form SAS2 B): 5th January 1981.

Application forms and further information from The Secretary, Research Awards Advisory Committee, The Leverhulme Trust, 10-12 New Fetter Lane, London EC4A 3DF. Telephone: 01-422 6865.

THE BRITISH COUNCIL

English Language

Teaching-Career and
Contract Appointments

The British Council, which has a responsibility for Britain's cultural and educational relations overseas, will have some vacancies in 1981. Applications are invited from candidates with qualifications and experience in E.L.T. Appointment will be mainly to the Overseas Career Service in which staff must expect to serve wherever they are posted and to spend two-thirds or more of their working lives overseas. Successful candidates may be required to serve for some time at the Council's headquarters in London on first appointment. Some posts on fixed-term contract may also be available.

We should like to hear from you if you have not less than two years' experience in E.L.T., preferably overseas, and possess a relevant postgraduate qualification. An aptitude for languages is highly desirable and knowledge of a hard language, Arabic for example, will be an advantage. An essential requirement is the personal and managerial qualities which overseas representation demands. Recently, most successful candidates for the Overseas Career Service have been between 25 and 32 years of age; older candidates, up to 40, will be considered if their experience is particularly relevant. The initial salary is in the region of £7,966, possibly higher for particularly well-qualified candidates, and conditions of service are in line with those of comparable organisations in the public sector: free accommodation and overseas allowance, including children's education allowance, are provided while overseas.

For further details and an application form, please write or telephone quoting F/01 to Staff Recruitment Department, The British Council, 10 Spring Gardens, London SW1A 2BN, 01-930 8466 extension 2722 or 2544.

REMINDER

Copy for
Advertisements
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not later

than 10.30 a.m.

Monday

preceding

the date of

publication

SCIENCE GRADUATES. REALISE YOUR FULL POTENTIAL AS AN INSTRUCTOR OFFICER IN THE ROYAL NAVY.

If you have the right combination of talent, initiative and leadership potential, you could become an Instructor Officer and teach your subject in the Royal Navy.

But you would be more than a teacher. You would be trained to be a Naval Officer, and would be expected to lead and exercise authority accordingly.

Then, with a degree in Engineering, Physics, Mathematics, Computer Science or Metallurgy, you would become involved in the education and training of Naval Ratings at all stages of their careers.

With a good honours or higher degree in these subjects you could soon become involved in Officers' degree and post-graduate training in your specialist field.

Don't worry if you haven't taught before. We'll train you.

You would join on a Short Career Commission

of 5 years at a starting salary of up to £8,501 p.a., depending on qualifications and experience, and with a tax-free gratuity of £4,425 at the end. Or you could leave after 3 years with a gratuity of £2,655.

After 2 years' service you could apply for transfer to a longer, pensionable commission with prospects of promotion to the senior ranks of the Service.

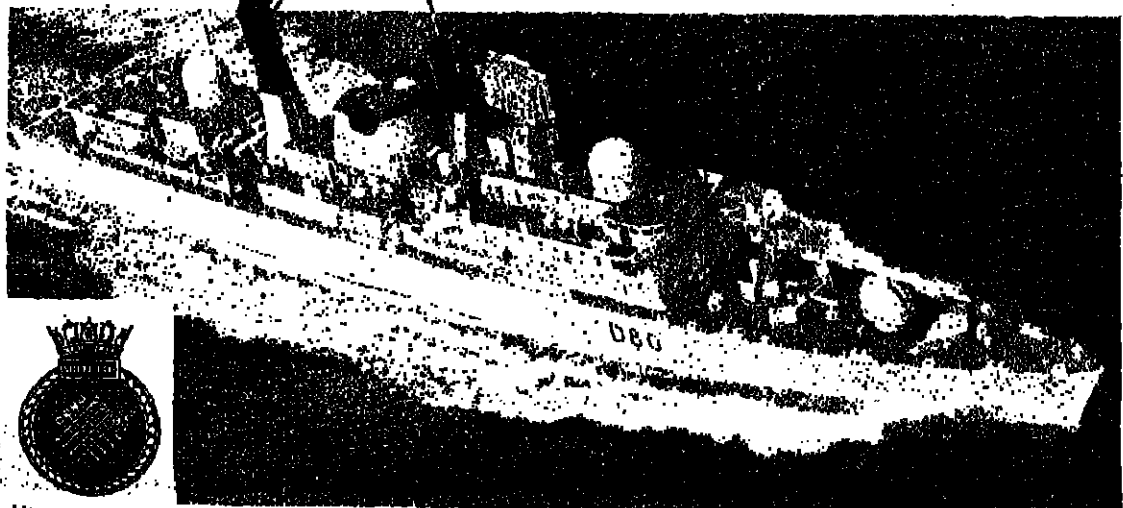
If you think you could meet the challenge of a career as an Instructor Officer and are between the ages of 21 and 32, write for further information and an application form to the address below.

A full c.v. is not required at this stage, but you should indicate briefly your main qualifications and subject.

Write to Lt Cdr A. B. Edouard BSc,
RN (794SG1), Room 120, Ripley
Block, Old Admiralty Building,
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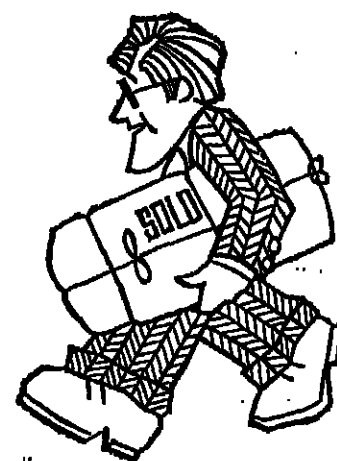
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Union View

Spectre of teacher unemployment

It is perhaps a sign of the times that among other background papers at the first meeting of the new Advisory Committee on the Supply of Teachers (ACSET) on September 29 there was a paper headed *Teacher Unemployment*. This was not a new policy statement from the Government, but a set of the latest unemployment figures from the Department of Employment.

Now the DES does admit that doubts have been expressed as to the accuracy of these figures which are collected from teachers and lecturers registering at employment agencies for benefit. "Despite the shortcomings", claims the DES, the DE figures represent the most accurate information available.

No one would deny that statistics in unemployment are notoriously unreliable and one regularly sees reports and estimates in the press of the gap between recorded levels of unemployment and the "real" level of those actually out of work. One can only say that if these figures are ones which the DES regards as "most reliable" then the recorded figures have indeed ceased to represent the level of unemployment in the field of education, as the association can demonstrate from its own records on redundancy in further and higher education.

We must also remember that further and higher education should be

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Redundancies have been on the increase during the past year. In date the association has had notification of some 600 actual or potential redundancies of full-time staff. Innumerable part-timers have also lost their posts often without notification to the association. Job losses are more extensive than this, however, because of the number of posts which are slowly being eliminated from the establishment of colleges and polytechnics or nominally retained and never filled. This is an all too familiar story in the constant round of cuts.

Certainly there has been a considerable increase in the scale of notified redundancies.

We must also remember that further and higher education should be

	June 1978	Sept 1978	June 1979	Sept 1979	June 1980
Secondary teachers	1,078	1,078	1,078	1,078	1,078
Primary teachers	3,517	5,773	3,570	4,863	3,529
Technical teachers	2,540	4,402	2,761	2,936	2,736
Special education	82	82	82	82	82
Adult School Teachers	188	267	177	226	174
University academic staff	6,232	10,316	6,566	6,236	6,543
Teachers in further and higher education	1,331	1,787	1,787	1,388	1,388
Unemployed teachers recorded at employment offices in England	6,188	12,903	6,832	11,552	6,870

Unemployed teachers recorded at employment offices in England June, 1978-June, 1980.

When la plume de ma tante proves useless



Keith Hampson

Not even improve their performance in English, where was the point of pestering them with French and diluting what should be the main thrust of primary schools. But I remain convinced by the experience of bi-lingual families that catching them young is of enormous benefit.

The setting of if not impossible then pointless tasks for average and less able secondary pupils was in my day the real killer of interest and motivation. And I bet it is not much better today. What is learnt is more often than not largely unusable. Reading ability is something, but a concentration on writing and translation to the neglect of conversational ability not only weakens the relevance of the subject, it forces pupils to abandon modern languages courses at the first opportunity. I have also met too many sixth-formers bored and disenchanted with their work.

The real problem, however, must be in the early years, when pupils come to choose their subjects at 13 or 14, more than two-thirds have been so turned off the subject that they do not choose to go on with French.

A number of university foreign language departments have looked into teaching methods or suggested approaches. What is depressing is the unwillingness for it to be viewed as a national problem, involving the dissemination throughout the nation's schools of good practice and the coordination of reforms.

This is yet another case for rapidly getting to grips with the curriculum. The starting point is the provision of modern language instruction from school to school and from area to area, there is no agreement at all on the purpose of a basic modern language course. The starting point should be that the language is to be spoken. This, and the length and basic ingredients must be established.

There is though the question of whether we actually have any true idea of what methods of language instruction are successful. Do we, in fact, ever bother enough to find out and then concentrate on what is successful? Significantly, much research effort and political interest is always concerned with "problems". Success—particularly from the standpoint of language—rarely success seems of little interest.

It should be noted, in fairness, that these recorded figures are for England only and most of the figures which the association has available cover England, Wales and Northern Ireland although we have little notified by way of unemployment from Northern Ireland or Wales other than teacher education redundancies in Wales.

But some of our statistics are kept meticulously. There are for example, 1,100 individuals registered with the Colleges of Education Staff Redeployment Bureau which is funded by the DES. This helps academic staff declared redundant from former colleges of education and seeking work, to try and find suitable posts.

An expanding industry overall. The relevant age group for entry to this sector is increasing. The "hump" in the age group documented in *Higher Education into the 1990s* and *Future Trends in Higher Education* which showed the early and mid-1990s to be a period of increasing pressure of student numbers has not disappeared. We are merely falling to cater for it. And when this is added to the increased demand on the colleges for YOP provision we know that student numbers should be increasing significantly by 1990.

The latest available statistics, however, which are for 1979-80 (DES Statistical Bulletin 8.80) reveal a different pattern. Full-time and sandwich numbers remained steady at just below 500,000, enrolments at adult education centres fell by 10 per cent after a 17 per cent rise the previous year; and numbers of overseas students fell by 4 per cent. There is never any record of those who are turned away. No one measures the numbers of young people failing to get a place on vocationally relevant courses.

Until the size of the Advanced Further Education pool is negotiated later in the autumn it will not be known what proportion of the reduction will be by the loss of technicians and colleges doing advanced level work as opposed to further education institutions. Local authority members of the team however have expressed doubt about whether the manpower reductions can be achieved without redundancies.

The real scandal of teacher unemployment in the public sector of further and higher education is that it should exist at all. We are not facing a falling rolls situation. The potential recruits are there in large numbers. What we face is an increasing unwillingness on the part of Government and local authorities to provide a service adequate to their needs.

Jean Bockock

The author is assistant secretary for higher education of the National Association of Teachers in Further and Higher Education.

Don's diary

Sunday

Today I'm really going to get to work on that theoretical chapter for my thesis... but my mother delivers my young son, Saul, and we visit a not very sick but very dear uncle in hospital, and the warm afternoon commands me into the garden to save the potplants, and the honeyeaters are among the scarlet bottlebrush. After dinner and a bedtime story (*Exploits of Moaningpapa*, fourth time) I sort some order into the insect situation and write on university architecture and its relation to pedagogy, then manage to read half an article on culture and negativity before sleep falls on me.

Monday

Our *Higher Education Supplement* comes out on Wednesdays, but Monday is our main production day because the more complex the print technology, the earlier the deadlines, and at *The Australian* we are highly computerized. The frantic feeling that I may not be able to finish the architecture piece wells up, but it comes together, although a bit too long. The sub-editors, already calling for copy, will fix that. I move on to a piece about a bid by the institutes of technology for official university status, and another about a takeover bid by one college for another.

Then the latest government research grants arrive with their official self-congratulatory announcement about support for university research. It falls to mention what the figures reveal: the money is no more than last year in real terms, and the number of grants is cut. The chairperson of the grants committee provides some appropriately bitter quotes, and I write the story, after checking on colleagues' stories in progress. Discussion with the editor on content of page one... a late story from South Australia will hold us up. It arrives in press statement form and I throw it into shape. The page is away to the sub-editors at last.

Tuesday

Our computer supplement has used a story about an academic sorting out the authorship of *Beowulf* by sent me a copy of a confidential memo about an unhappy situation in a university journalism department. It is probably worth a story, but because it concerns the need for more lecturing staff, a job I may want myself one day, I steer clear as so not to appear to be pushing my own barrow. I long lunch, later in a series for departing colleagues, and the afternoon slides into the impossibility of contacting academics late on Fridays. At least I whip the teacher anxiety into shape, write up a couple of others, get a promise from the Education Minister of a reply to the academics' union's pre-election questions. Home to catch up on media research reading.

Wednesday

Housekeeping—of the computer directory that is—cleaning out used and unwanted stories, copying wanted ones, so they will not be automatically purged from the system. Out to Sydney University to talk to two education lecturers who are researching teacher anxiety. Also have a long talk with two student teachers whose practice teaching sessions I will be watching in a couple of weeks. Back at the office of talk to an accounting lecturer about re-

search on accounting malpractice, and a geodesist about crustal deformation research.

Thursday

Up early planning to get away swiftly before anyone else wakes. But by sheer act of will Saul does wake, and we have to have meaningful talks about the insect situation and the political potential of schoolchildren's strikes before I make his peanut butter sandwiches and set off for the office. I still make it by 8, which means I get open go at a VDT (visual display terminal) to work on the tape of yesterday's interview on teacher anxiety. The introduction of the VDT has added a new dimension to journalist anxiety.

The national Auchmuty report on teacher education comes out today. My colleague is writing the news story from the report and will interview Professor Auchmuty. I try to organize an education academic to write a comment piece on the report, but all the people I know are going away to conferences and cannot handle the rush job. Finally I find someone who will pick up on his way home. I do not know him, and am taking a chance on recommendations from others. His hair is suspiciously short. A hasty reading of library files on acupuncture and pain relief, then an interview with a biomedical engineer about his research on 1. electro-analgesia and 2. zinc serum levels. He turns out to be an engineer, physicist, and doctor of medicine, with a masters degree in nuclear engineering. I feel inadequate. Again. Back at the office to tea up interviews for next week... a maths professor who is inventing a new computer language, and an economist who is researching the economics of Rugby League football.

Friday

Duty rounds (by phone) of a few likely vice chancellors to gather comment on last week's cuts to research grants. All are upset, but none are prepared to admit their universities has done badly. Only one is fiery. One quotes my own story of the previous week back at me. I sort through the mail—most goes on the spike, a few bits into files or diary for upcoming stories.

A former academic colleague has sent me a copy of a confidential memo about an unhappy situation in a university journalism department. It is probably worth a story, but because it concerns the need for more lecturing staff, a job I may want myself one day, I steer clear as so not to appear to be pushing my own barrow. I long lunch, later in a series for departing colleagues, and the afternoon slides into the impossibility of contacting academics late on Fridays. At least I whip the teacher anxiety into shape, write up a couple of others, get a promise from the Education Minister of a reply to the academics' union's pre-election questions. Home to catch up on media research reading.

Saturday

We go shopping for plants... mint, corn, and passionfruit. The staples. This afternoon while Saul's a movie with a friend I will definitely finish reading that culture and negativity article.

Jane Richardson

The author is assistant editor of the *Higher Education Supplement* of *The Australian*

Journal 11.10.80

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